DOCUMENT RESUME

ED 155 874 EC 110 824

AUTHOR McGuigan, Corrine; And Others
TITLE What's Going On Here? A Collection of Exceptional Practices in Idaho. (SCAT Project, Title VI-G).
INSTITUTION Idaho State Dept. of Education, Boise.; Oregon Univ., Eugene. Northwest Regional Resource Center.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 77
CONTRACT OEC-0-74-7891
GRANT 300-75-0370
NOTE 287p.; Not available in hard copy due to marginal reproducibility of original

EDRS PRICE MF-$0.83 Plus Postage. EC Not Available from EDRS.
DESCRIPTORS *Class Management; Educational Objectives; Elementary Secondary Education; *Handicapped Children; Identification; *Intervention; *Student Evaluation; *Teaching Methods

ABSTRACT

Described are 60 educational practices for use with exceptional children in regular, special, or resource room programs. Practices are organized into the following categories: initial assessment, goals, objectives, instruction, classroom organization and management, measurement, interventions, and on-going assessments. Provided for each practice are the title, source, an abstract, and information on preparation, procedures, monitoring, and materials. Sample materials are frequently included. A list of contributors and information on the SCAT (Support-Competency, Assistance & Training) Project are also provided. Typical practices include the following: "Using Five Day Probing to Determine Learning Trends", "Setting Annual Goals", "Writing and Managing Objectives", "Earning and Spending Points in the Classroom", "Recording and Utilizing Daily Data", "Potential Reinforcers", and "On-Going Assessment of Student Progress". (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155874

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

WHAT'S GOING ON HERE?

a collection of exceptional practices in idaho

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Judy A. Scrag

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

sue shoemaker
corrine mcguigan
dianne bevis

EC 110 824

The work upon which this publication is based was performed persuant to contract number OEC-0-74-7891 with the Northwest Regional Resource Center, University of Oregon, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Funds were also provided for this publication by the SCAT (Support, Competency-Assistance and Training) Project, a Title VI-G Child Service Demonstration Project, State of Idaho, funded through the Bureau of Education for the Handicapped, Division of Learning Disabilities, Contract #300-75-0370 (OEG). However, the content does not necessarily reflect the position or policy of that agency, and no official endorsement of these materials should be inferred.

© Copyright, 1977

Acknowledgements:

Sincere appreciation is extended to the many teachers throughout the state of Idaho who took time to submit descriptions of systematic instructional procedures for this publication.

Special thanks also to Karol Davis, Joyce Boyle, and Maude Garretson for the typing of the manuscript.

Graphics for the manual were designed and produced by W. B. Bartley.

A note of thanks also to the staff of the Northwest Regional Resource Center; particularly to Anita Foxworth and to the staff of the State Department of Education, Special Education Division, for their continued support throughout the inception and production of the manual.

INTRODUCTION

What's Going On Here is a collection of exceptional teaching practices by many of Idaho's special educators. This manual has been produced as a means of increasing the sharing of effective teaching practices which exist throughout the state. We hope ideas presented will enrich your teaching of exceptional children.

The entries included describe practical ways to use systematic instructional procedures in regular, resource, and self-contained classrooms. While the procedures are only briefly described, we hope that the information presented is sufficient to guide your implementation.

Hopefully, you'll enjoy perusing What's Going On Here and will share ideas you discover with other teachers. We genuinely hope you enjoy reading it as much as we enjoyed writing and producing it.

With luck, this guide of best practices will become dynamic and be published annually. Start thinking now of contributions you can make to the field of exceptional teaching in the future.

CONTENTS

ASSESSMENT:

Using Regular Classroom Assessment Scores to Identify High-Risk Learners 1
Using Five Day Probing to Determine Learning Trends 3
Initial Assessment Data Management Sheet 7
Establishing Individual and Classroom Profiles Through Assessment of Basic Skills 9
A Procedure for Assessing Basal Reading Performance: Basal Quick Checks 13
Monitoring Progress of Pre-academic Skills: Periodic Assessments 17

GOALS:

Setting Annual Goals: A Cooperative Planning Endeavor 27
Guidelines for Establishing Annual Goals 29

OBJECTIVES:

Writing and Managing Objectives 33
Developing Appropriate Teaching Sequences 37
Sequencing Skills: Tips for Success 39
Using Commercial Materials to Identify Skill Sequences: A Cautious Endeavor 43
Managing Curriculum Sequences and Objectives 47
Determining Desired Rates and Desired Dates for Short Term Objectives 49
Instructing to Overlapping Sequence Steps: A Matter of Catching Up 53
Using Skill Sequences 57

PROGRAMMING

SECTION ONE: INSTRUCTION

It Doesn't Take Much to Reinforce Kids 61
All-Inclusive Plan Sheets: Recording Programs, Contingencies, Raw Data & Charted Information 63
Using Flowing Lists for Teaching Skills 67
Skill-Based Instructional Packages in Reading and Math 71
Instant Error Correction 73
Monday, Motivation, Tuesday, Technique: Slick Tricks for Teaching Multiplication Facts 77
A Program for Increasing Acquisition of Amount/Numeral Correspondence 83
Math Facts: Procedures for Teaching Proficiency in Large or Small Groups 85
A One-Minute Story Game 89
Henderson's Reading Mastery Program 91
Monitoring the Acquisition of Reading Vocabulary Words 93
Increasing Word Recognition Using Edmark Sight Word Reading Program Procedures 95
See, Say, and Write 1, 2, 3 and 4 Letter Phonograms 97
Teaching Sight Words 103
"A Letter a Week": Regular Kindergarten Strategies Modified for Exceptional Children 105
Add-A-Word Spelling Program 107
What Was That You Said? A Little Feedback, Please 113
Practice Makes Perfect (Or At Least Better) 115

SECTION TWO: CLASSROOM ORGANIZATION & MANAGEMENT

Alternative Tasks for the Forever-Waiting Student 117
Discriminating, Organizing and Filing Materials or What to Do with 3,429 Worksheets 119
Making Materials 123
How Are You Doing on Those Positives? Techniques for Increasing Positive Interactions Within the Classroom 125
Establishing and Utilizing a Classroom Behavior Code 127
Using a Point System to Reinforce On-Task Behavior and Mastery Achievement 129
Earning and Spending Points in the Classroom 135
Classroom Organization: Using Learning Centers 137

MEASUREMENT:

Recording and Utilizing Daily Data 141
Cumulative Charting 153
Making Charts Understandable to the General Public or Not-Quite-Kosher Charting Procedures 157
Measuring Behaviors 159
A Strategy for Helping Regular Teachers Feel Comfortable with Funny Looking Charts 161
Bar Graph Monitoring Technique 165
Eat'n Alive by My Chart or Translating Performance for Students 169
Combined Daily Assignment and Measurement Sheet 171

INTERVENTIONS:

Using a 3-Day Decision Rule to Know When to Make Program Changes 177
Guidelines for Knowing What to Change 179
Potential Reinforcers 181
99 Ways to Say "Very Good" 183
Staying Sane: Increasing Time-On-Tasks: Decreasing Wasted Time 185

ASSESSMENTS:

Periodic Assessment of Reading Comprehension Skills 189
On-Going Assessment of Student Progress 193
Annual Educational Assessment: A Springtime Endeavor 195
A Grading System for Junior or Senior High Resource Room Students 197

CONTRIBUTORS 199

REFERENCES 203

title/source

USING REGULAR CLASSROOM ASSESSMENT SCORES TO IDENTIFY HIGH-RISK LEARNERS

SCAT

preparation:

Administer and score district or school assessment in the regular classroom.

procedures:

1. Gather assessment scores; separate reading scores from math scores.
2. List the scores for reading and for math on a sheet of paper with the highest score at the top and the lowest score at the bottom. Put each child's name next to his or her score.
3. Count the total number of scores. Divide the scores into quarters (for the lowest 25% in reading and math) or in tenths (for the lowest 10% in reading and math).

abstract

Using the information from the classroom assessment instrument, or, classroom screening instrument, I rank order the scores from high to low. Students in the bottom 25% or bottom 10% in the areas of reading or math are considered high-risk in relationship to their peers in the regular classroom, and are referred for individual assessment.

monitoring:

Not applicable

materials:

Ranking sheet (attached)

samples:

Rank Order Sheet

RANK ORDER SHEET

☐ Reading

☐ Math

HIGHEST SCORE	NAME OF PUPIL

LOWEST SCORE

TOTAL NUMBER OF SCORES:

LOWEST 25% OF SCORES (From _____ score to _____ score)

title/source

USING FIVE DAY PROBING TO DETERMINE LEARNING TRENDS

SCAT

abstract

After selecting high-risk students from each regular classroom, I assess each student individually on selected skills. I use a five-day probing procedure which shows not only how the child performs on that particular skill, but how the child's performance changes during the five-day period. Plotting the performance data and drawing a trend across the data, shows the student's learning pattern. I present this information to our Child Study Team to describe the child's learning pattern, or trend.

preparation:

Identify high-risk students and area of referral for each child (reading or math). Then identify 3 basic skills at each child's instructional level, in the area of referral. Obtain or make appropriate probes for each skill.
Schedule with the regular classroom teachers, a time to administer the three probes to each selected child (approximately 5 minutes per child).

procedures:

1. Administer three probes to each child, once a day for five days. Provide corrective feedback.
2. Record daily data, noting errors, and chart the data (see sample).
3. Draw trends across the data (see SCAT working paper The First Five Days are the Hardest).

4. Enter the median score of each probe, and the direction of the trend(accelerating, flat or decelerating.
5. Present learning trend, and learning pattern information to the Child Study Team. Use information to help determine which children most need special services.

monitoring:

Not applicable

materials:

Skill probes
Daily Data Sheets
Stopwatch or Clock
Chart

samples:

Chart with Learning Trends
Blank Chart

Student: Jenny M.

Sample: Chart with Learning Trends

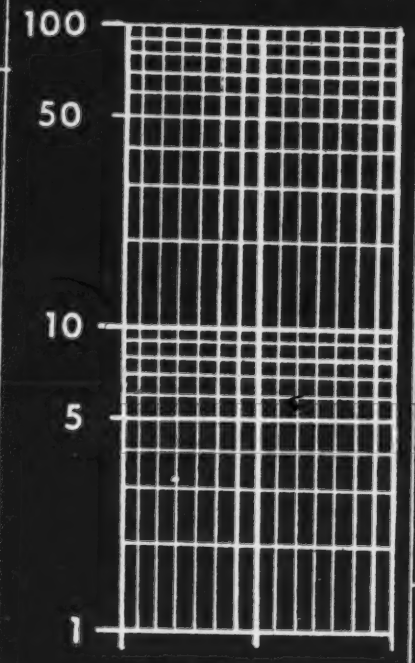
#c/e 10/4 notes	probe: sounds (say consonant) area: reading	#c/e 5/2 notes	probe: short a (say cvc wds.) area: reading	#c/e 7/3 notes	probe: short i (say cvc wds) area: reading
date mon. 13/1	100 / 50 / 10 / 5 / 1	date mon. 4/1	100 / 50 / 10 / 5 / 1	date mon. 10/1	100 / 50 / 10 / 5 / 1
tues. 9/2		tues. 5/2		tues. 10/2	
wed. 10/2		wed. 3/2		wed. 7/2	
thur. 17/1	corrects: median (10) accelerating errors: median (2) decelerating	thur. 4/1	corrects: median (4) decelerating errors: median (2) flat	thur. 10/3	corrects: median (10) accelerating errors: median (2) accelerating
fri.		fri.		fri.	

Student: _____

#c/e ___
notes

date

probe: _____
area: _____

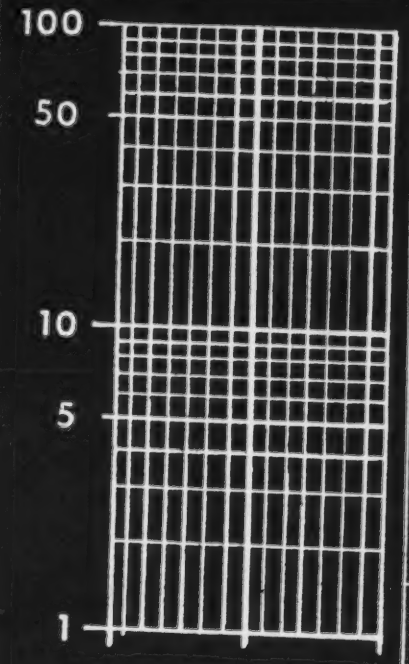


17

#c/e ___
notes

date

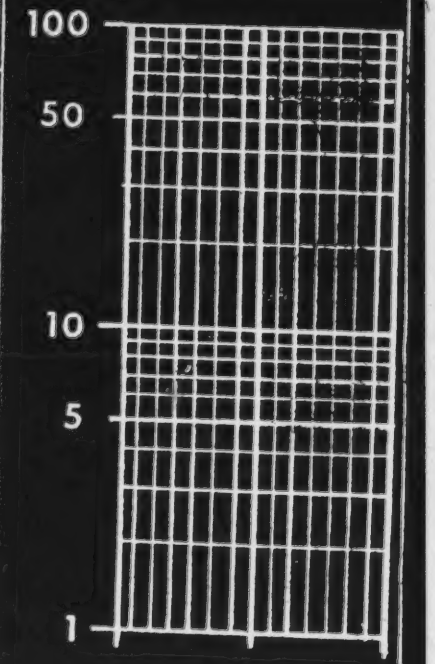
probe: _____
area: _____



#c/e ___
notes

date

probe: _____
area: _____



18

title/source

INITIAL ASSESSMENT DATA MANAGEMENT SHEET

Jane Butler

abstract

Each year during initial assessment procedures I gather five days of skill data on "high-priority children". Gathering continuous samples on basic skills gives me much useful information, so I find the time invested is well returned. However, because assessment management can be a problem, I developed an assessment data management sheet which keeps me and my students on track.

preparation:

Duplicate the Initial Assessment Data Management Sheet (attached).

procedures:

1. Through the use of a skill-screener or other skill identification too, identify students who are performing low in reading and/or math skills.
2. Select basic skill probes in reading and/or math. Administer at least three probes to each identified student in the appropriate area of referral.
3. Use the "Initial Assessment Data Management Sheet" to keep track of information pertinent to each student such as student name, area of referral, selected probes and probing location.
4. Administer the probes for five days.
5. Analyze and share the data with Child Study Team members.

monitoring:

Not applicable

materials:

Probes
Initial Assessment Data Management Sheet

samples:

Initial Assessment Data Management Sheet

INITIAL ASSESSMENT DATA MANAGEMENT SHEET

Student: _____

Grade: _____ Teacher: _____

Area of Referral: ☐ Reading

☐ Math

Selected Probes:

Reading # _____ Math # _____

Reading # _____ Math # _____

Reading # _____ Math # _____

Probing Dates:

Start date _____ Ending date _____

Probing Location: _____

Probe Administrator: _____

Comments:

title/source

ESTABLISHING INDIVIDUAL AND CLASSROOM PROFILES THROUGH ASSESSMENT OF BASIC SKILLS

Stephanie Malmquist

abstract

Having identified a reading and math sequence, I test students on each skill step. After testing, I enter each student's score for each sequence step on my master "Sequence-Pupil Performance" sheet. This enables me to have an accurate record of each student's skill performance and a total classroom profile as well.

preparation:

Select a reading and/or math sequence with which you feel comfortable. Next, locate or develop a subtest for each sequence step on your list, and establish mastery criteria for each step. Finally, make or use the attached "Sequence-Pupil Performance sheet to list all sequence steps and record individual student scores for each sequence step.

procedures:

1. Identify students to be assessed (all students in the resource program, regular classroom, etc.).
2. Schedule a time and place to administer the selected subtests.
3. Administer and score each subtest.
4. Enter individual student scores on the "Sequence-Pupil Performance" sheet.
5. Color code those scores which are at or above mastery criteria on each subtest. (optional)
6. Share results with regular classroom teachers or other professionals involved in serving each student.

monitoring:

Periodically check to make sure you're entering the pupil's correct score in the appropriate matrix or box on the "Sequence/Pupil Performance sheet.

materials:

Sequence of skills to be mastered.
Appropriate subtests and administration directions for each skill.
Sequence/Pupil Performance Sheet.

samples:

Sample subtests for Skill Sequence
Sample subtests administration guidelines
Sample Sequence/Pupil Performance Sheet

For information on how to obtain sequences, subtests and Sequence/Pupil Performance Sheets, see reference section.

SAMPLE: Administration Directions for Subtest

SAMPLE: DIRECTIONS	SAMPLE: STUDENT RESPONSE SHEET
1. a) Find the box with the trees	put an X on the left tree
b) Find the box with the flowers,	put an X on the right flower
c) Find the box with the balloons,	put an X on the middle balloon
d) Find the box with the balls,	put an X on the end ball
e) Find the box with the stars,	put an X on the first star
f) Find the box with the triangles,	put an X on the top triangle
g) Find the box with the apples,	put an X on the bottom apple
h) Find the last box	put an X next to the flower

2. Put an X on the shape that is the same as the first shape.

3. Put an X on the letter that is the same as the first letter.

4. Put an X on the letters that are the same as the first letters.

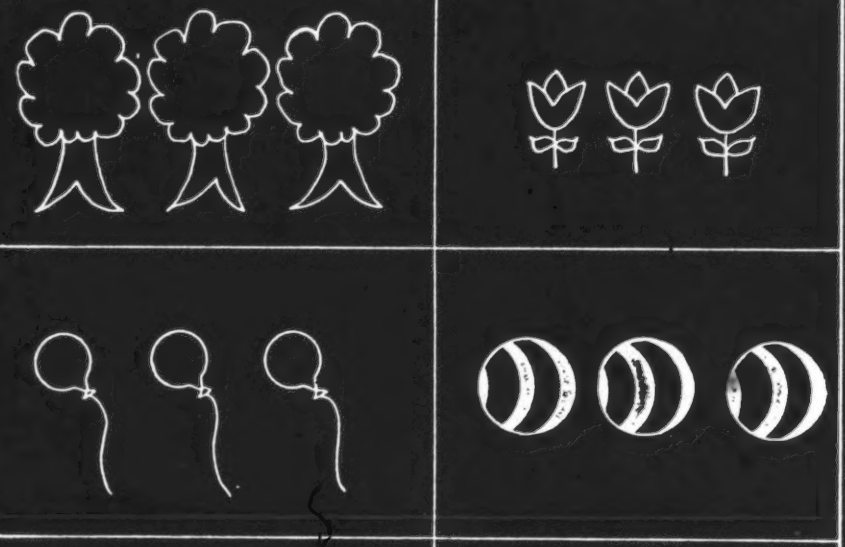
5. Put an X on the word that is the same as the first word.

6. Put your marker under the first row, the row with the *

I'm going to say a letter. Circle the small and big letters of the one I say.

SAMPLE: Student Response Booklet for Subtest

1.



student _____

2.	▭	O	△	▭	◇				
	⏄	Ψ	⊅	O	⏄				
3.	M	W	M	V	A				
	P	D	B	R	P				
	a	e	c	a	o				
	b	p	b	d	q				
4.	cb	bc	ps	cd	cb				
	mn	wm	mn	vn	nm				
5.	saw	was	asv	wsa	saw				
	the	eth	the	hte	teh				
6.	*	d	s	x	D	r	R	o	i
	△	F	L	J	m	j	T	u	f

SAMPLE: Recording Sheet

matches shapes													
matches capital letters													
matches small letters													
matches letter combinations													
matches word combinations													
knows left													
right													
middle													
end													
beginning													
top													
bottom													
next to													
letters Aa													
Bb													
Cc													
Dd													
Ee													
Ff													
Gg													
Hh													
Ii													
Jj													
Kk													
Ll													
Mm													
Nn													
Oo													
Pp													
Qq													

title/source

A PROCEDURE FOR ASSESSING BASAL READING PERFORMANCE: BASAL QUICK CHECKS

SCAT

abstract

I make "Book Vocabulary Lists" by identifying vocabulary words presented in each book of our basal readers. For each Book Vocabulary List, I develop subsequent "Story Vocabulary Lists" which identify new and review words within each story. By presenting the Book Vocabulary Lists to children, I can determine the level at which each child is reading. I use the Story Vocabulary lists to further assess a child's performance within each book.

preparation:

For each book in your basal reading series, make "Book Vocabulary Lists", listing all new words presented. Next, develop a list of new and review words which appear in each story of each book. Duplicate the lists (samples attached) so that the student has a copy to read from and the teacher/tester has a copy to use for recording correct and error responses.

procedures:

1. Give the student the book list at a level where you think s/he can be successful. Randomly point to a few words and see if the student can read them. If so, ask the student to read all the words on the list.
2. Record the student's score. If the student reads at an independent level, administer the next book test; if not, go to the next lower list and repeat procedure # 1. Repeat these procedures until you locate the highest level book in which the student can read at an instructional level.

3. Once the instructional level is identified, ask the student to go through the "Story Vocabulary Lists" so that you can decide where in the book to place the child.
4. (Optional) Ask the student to read a 100 word passage from the point where you recommend placing him to confirm that he can function at that level. Determine ranges.

FRUSTATION LEVEL: Child reads from _____% to _____% correctly.
INSTRUCTIONAL LEVEL: Child reads from _____% to _____% correctly.
INDEPENDENT LEVEL: Child reads from _____% to _____% correctly.

materials:

Book Vocabulary Lists
Story Vocabulary Lists
Recording Sheet
Basal Texts

samples:

Book Vocabulary List
Story Vocabulary Lists
Recording Sheet

Sample: Book Vocabulary List

New Words

The words listed beside the page numbers below are introduced in *Pets and People*, Level 5 in THE HOLT BASIC READING SYSTEM.

5. stop
   Gus
6. Sandy
   ran
   didn't
7. saw
   he
13. can
   with
   burro
14. my
   Pablo
17. won't
18. will
20. love
23. sister
   brother
24. goldfish
26. bowl
   was
28. I
29. it's
33. Shep
   sheep
35. Tim
36. went
37. water
   get
43. Bluebell
   cow
44. want
   his
45. no
46. asked
54. Kolo
55. Neko
56. again

Samples: Story Vocabulary Lists

Holt, Rinehart, Winston
Basal Quick Checks - Practice
Pets and People
"Stop Gus!" pp 5-11

said
didn't
Gus
tells
out
go
he
ran
cookbook
Sandy
saw
stop
game

13 seconds
Trials_____

Holt, Rinehart, Winston
Basal Quick Checks - Practice
Pets and People
"What Can You Do With a Burro?" pp 13-20
"Pablo Has a Donkey" p 21

trick
burro
to
can
it
love
m-m-m
says
my
Pablo
Ben
won't
will
with

14 seconds
Trials_____

VOCABULARY LISTS RECORD

BOOK LIST

Book	No. correct	No. errors	%	Comments

STORY LIST

Story	No. correct	No. errors	%	Comments

Placement recommendation:

Book: Story:

Student: Date:

title/source

MONITORING PROGRESS OF PREACADEMIC SKILLS: PERIODIC ASSESSMENTS

SCAT

abstract

I needed a way to keep track of primary students' progress on basic preacademic skills, so I devised a system for periodic skills checking. I made a list of basic skills, and set up a procedure for checking student performance on target skills, keeping records for both individual students, and the entire class. As students reach mastery of each skill, I give an "I Did It" badge.

preparation:

Develop a list of the skills you want students to learn. Write the list on a group summary sheet (see attachment). Make up a short test for each skill and test each child. Finally, use the group summary sheet to mark off all the skills each student has mastered. Make an individual record sheet for each student. Use the individual record sheet to record student scores each time you assess performance (3 times a week) on selected skills.

procedures:

1. Administer skill check-tests to all students.
2. Record results.
3. Group children with like needs together, and teach skills they have not yet mastered.
4. Three times every week, check each student on the skills being studied.

monitoring:

When a student masters a skill, reward him with an "I DID IT" badge and enter his/her score on the group skill mastery chart (see attachments).

materials:

Group summary sheet.
Individual skill record sheets
"I DID IT" badges
Skill tests

samples:

Group summary sheet.
Individual skill record sheet
"I DID IT" Badge

PRE-ACADEMIC SKILLS

GROUP SUMMARY SHEET

student names

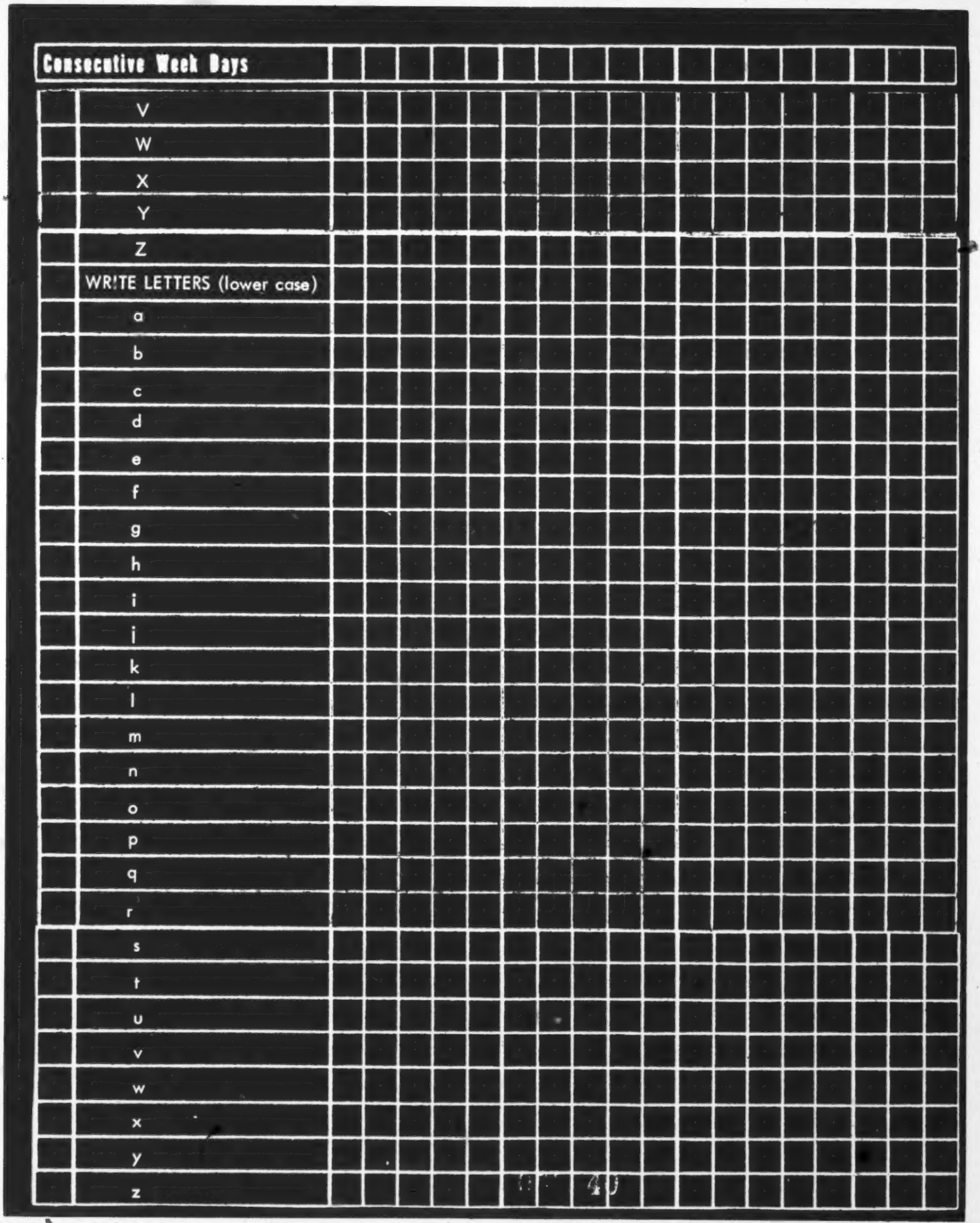
Sorts Colors
Identifies (names) colors
Cuts with scissors on line
Colors within boundary
Sorts shapes
Identifies (names) shapes
Draws shapes (from dictation)
Traces letters
Copies letters
Says letter names - capitals
Writes letters - capitals
Says letter names - small
Writes letters - small
Reads numerals 0-9
Counts orally 0-15
Writes numerals 0-9 (memory)
Labels (written) sets 0-9

Pupil

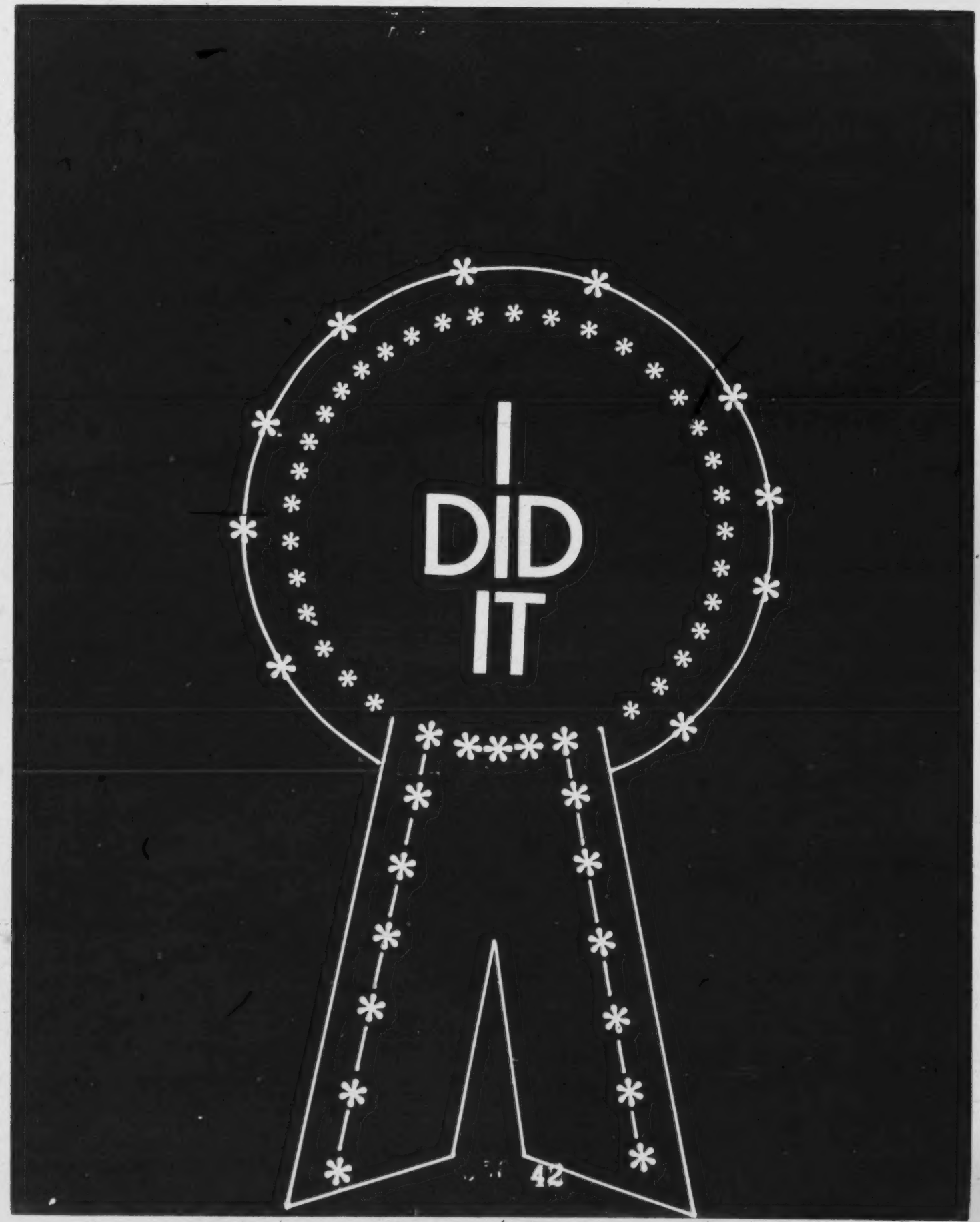
Consecutive Week Days	M					M					M					M		
SORTS COLORS:																		
Red																		
Blue																		
Yellow																		
Black																		
White																		
Brown																		
Orange																		
Purple																		
ALL COLORS (mixed)																		
CUTS W/ SCISSORS (line)																		
COLORS W/IN BOUNDRY																		
SHAPES:																		
Circle																		
Square																		
Triangle																		
Star																		
DRAWS:																		
circle																		
square																		
SAYS LETTER NAMES																		
A																		
B																		
C																		
D																		
E																		
F																		
G																		
H																		
I																		
J																		

Consecutive Week Days	
	K
	L
	M
	N
	O
	P
	Q
	R
	S
	T
	U
	V
	W
	X
	Y
	Z
	SAYS LETTER NAMES (small
	a
	b
	c
	d
	e
	f
	g
	h
	i
	j
	k
	l
	m
	n
	o
	p

Consecutive Week Days																					
q																					
r																					
s																					
t																					
u																					
v																					
w																					
x																					
y																					
z																					
WRITES LETTERS (capitals)																					
A																					
B																					
C																					
D																					
E																					
F																					
G																					
H																					
I																					
J																					
K																					
L																					
M																					
N																					
O																					
P																					
Q																					
R																					
S																					
T																					
U																					


Consecutive Week Days
V
W
X
Y
Z
WRITE LETTERS (lower case)
a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

Consecutive Week Days																			
READS NUMBERS:																			
0																			
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
COUNTS ORALLY 0-15																			
WRITES 0-9 sequentially																			
Labels Sets 0-5																			
Labels Sets 0-9																			


I
DID
IT

title/source

SETTING ANNUAL GOALS:
A COOPERATIVE PLANNING
ENDEAVOR

Jeanne Bauwens

abstract

Sometimes, even after we identify skill deficit areas at our Child Study Team Meetings, we have a difficult time stating appropriate annual goals for each learner. For this reason, I set up a simple form which I use with the regular classroom teachers and any other professionals involved with a specific child. I've found its simplicity eases communication and results in clear and meaningful annual goals.

preparation:

Duplicate the attached form making modifications as needed.

Following a Child Study Team Meeting where you have discussed assessment information on a child, set a date and time to meet individually with selected team members who can contribute to the annual goal(s) statement. Be sure to see the regular classroom teacher!

procedures:

1. Using the attached worksheet complete the sections "Skills to be acquired throughout the year" and "materials used".
2. By completing this sheet with the regular classroom teacher, you will have a clear expectation of the goals in the regular classroom. Use these goals as a guide in setting targets for the exceptional child you are considering for placement.

monitoring:

Not applicable

materials:

Annual Long Term Goal Worksheet

samples:

Annual Long Term Goal Worksheet

Annual Long term Goal Worksheet

teacher _____

skills to be acquired throughout the year * in...

MATH:	READING:	OTHER:
materials:	materials:	materials:

* in the regular classroom

title/source

GUIDELINES FOR ESTABLISHING ANNUAL GOALS

SCAT

preparation:

Review comprehensive assessment results for student.

procedures:

1. Identify the area(s) of weakness.
2. Ask the regular classroom teacher what level of performance is expected for children in the regular classroom.
3. Determine level of performance expected by the end of the year. All children in the school system should be expected to gain at least "1 year" from September to May. Handicapped children should not be excluded from this assumption; in many cases where handicapped students are offered additional remedial assistance outside the regular classroom, growth should exceed the "1 year" expected gain.

abstract

When writing annual goals for student's total service plan (IEP), I use these guidelines to help identify and state the goals:

a) The goal must specify the area needing attention (math, reading, spelling, behavior, etc.)
b) The goal must specify the level of performance expected by the end of the school year.
c) Generally, I expect a year's growth for a year's work.

monitoring:

Gather continuous performance data throughout the year to assess student progress toward the goals.

materials:

Goal Planning Sheet

samples:

Goal Planning Sheet

Goal Planning Sheet

summary of comprehensive evaluation info.	proposed goals	
	area of need	expected level of performance

title/source

WRITING AND MANAGING OBJECTIVES

SCAT

abstract

To keep track of objectives, I make an "Objective Sequence" sheet for every student. The sheet lists the student's name, the long term goal, and the sequence steps on which s/he is working. For each step in the sequence, I enter the conditions, the observable behavior, and the standard. Taking time to include these items initially saves time when it comes to figuring out individual teaching programs and reviewing whether or not a student has met each objective.

preparation:

Duplicate the "Objective/Sequence" sheet attached. Determine each child's annual or long term goals by reading the child's IEP Total Service Plan. Noting the goals, locate or write appropriate instructional sequences for each goal. (Remember that the size of sequence steps may vary depending on the needs of individual children).

procedures:

1. Fill out one "Objective Sequence" sheet for each annual goal, by writing sequence steps in behavioral terms. Include a) the conditions, b) the observable behavior and c) the standard or mastery criteria.
2. Determine the date when you expect the student to complete each objective: enter this date on the "O-S" sheet.
3. Begin teaching to the first Short Term Objective. When the child masters the objective, date the objective and continue to the next sequence step.

monitoring:

Sit down with each student on a regular basis and review objectives which have and have not been met. Provide positive feedback, including a note home to Mom and Dad telling about the fine progress the student is making.

materials:

Objective-Sequence worksheets
Notes to parents and classroom teachers

samples:

Worksheet (completed and not completed)

OBJECTIVE SEQUENCE WORKSHEET

STUDENT: _____ SUBJECT AREA _____

Long-Term Goal:

CONDITIONS	OBSERVABLE BEHAVIOR	STANDARD CRITERION	PREDICTED MASTERY DATE	MASTERY DATE
In sequence from Memory	Writes digits	50 correct/0 error per min	9-12	9-15
Given set recognition sheet, 0-3	Writes digits	40 correct/0 error per 1 min.	9-18	9-17
Given set recognition Sheet, 0-5	Writes digits	40 correct/0 error per 1 min.	9-23	9-22
Given set recognition Sheet, 0-10	Writes digits	40 correct/0 error per 1 min.	9-27	9-28
Addition Facts $\frac{n}{+n}$ 0-1	Writes digits	30 correct/0 error	10-5	10-4
Addition Facts $\frac{n}{+n}$ 0-2	Writes digits	30 correct/0 error	10-12	10-15
Addition Facts $\frac{n}{+n}$ 0-3	Writes digits	30 correct/0 error	10-21	10-25
Addition Facts $\frac{n}{+n}$ 0-5	Writes digits	30 correct/0 error	10-29	10-29
Addition Facts $\frac{n}{+n}$ 0-8	Writes digits	30 correct/0 error	11-5	11-7
Addition Facts $\frac{n}{+n}$ 0-10	Writes digits	30 correct/0 error	11-18	11-21

OBJECTIVE SEQUENCE WORKSHEET

Student _____ Subject Area _____

LONG TERM GOAL:

Conditions	Observable Behavior	Standard Criterion	Predicted Mastery Date	Mastery Date

Conditions	Observable Behavior	Standard Criterion	Predicted Mastery Date	Mastery Date

title/source

DEVELOPING APPROPRIATE
TEACHING SEQUENCES

Stephanie Malmquist

abstract

Once initial assessment is completed, I make a list of areas needing work, for each child (in carbon, so a copy can go to parents). Then I arrange areas into sequences. I need sequences I like, so I make them myself. For each sequence step, I list the skill, the behavior, and the criteria for passing. Then I make a checklist of the objectives, and use it to record student progress.

preparation:

After listing the skills you think students need to learn, arrange the skills in sequence. List each skill, what the students do to pass each skill, and the criteria for passing. (See sample) Make up an individual skill checklist for each student, and mark off the skills students have passed during initial assessment. Collect or develop probes to assess each skill listed.

procedures:

1. Tape a copy of the sequence on the wall; this becomes the master sheet.
2. As students master skills, mark off on individual skill checklists.

monitoring:

Use the skill checklists as report cards to send home at grading periods.

materials:

Skill sequence checklist, master copy
Individual skill checklist for each child
Probes

samples:

Skills list - Reading

Sample: Skills list - Reading

SKILL	CRITERIA	/ = doesn't know X = knows ø/Ø= date learned
1. symbol matching		
2. match 2 letters to 2 letters		
3. larger word matching		
4. say letters in order	60/min.	
5. say letter names - CAPS	50/min.	
6. say letter names - small	50/min.	
7. write letters - CAPS	28/min.	
8. write letters - small	28/min.	
9. hear-to-write CAPS		
10. hear-to-write small		
11. say consonant sounds	50/min.	
12. say short vowel sounds	50/min.	
13. circle letters in words	52/min.	
14. circle words in a sentence	50/min.	
15. circle sentences	15/min.	
16. say cvc words - a	20/min.	
17. " " - e	20/min.	
18. " " - i	20/min.	
19. " " - o	20/min.	
20. " " - u	20/min.	
21. " " - mixed vowels	20/min.	
22. say words - sight voc. (Dolch) PP	20/min.	
23. " " " " (Dolch) P	20/min.	
24. " " " " (Dolch) 1	20/min.	
25. say consonant blends	40/min.	
26. say consonant digraphs	40/min.	
27. say cons. blends & digraphs	40/min.	
28. say ccvc words, short a	20/min.	
29. " " " short e	20/min.	
30. " " " short i	20/min.	
31. " " " short o	20/min.	
32. " " " short u	20/min.	
33. " " " mixed vowels	20/min.	
34. say ccvcc words, mixed vowels	20/min.	
35. say cvce words, long vowel a	20/min.	
36. " " " long vowel i	20/min.	
37. " " " long vowel o	20/min.	
38. " " " long vowel u	20/min.	
39. " " " mixed long vowels	20/min.	
40. say vowel blends	40/min.	
41. say cvvc words - a (a, ay, ai)	20/min.	
42. " " " e (e, ee, ea)	20/min.	
43. " " " i (i)	20/min.	
44. " " " o (o, oa)	20/min.	
45. say words with long vowel combin.	20/min.	
46. say vowel blends (teams)	40/min.	
47. say words with vowel teams	20/min.	
48. say words, r-controlled vowels	20/min.	
49. say words, short, long r-contr.	20/min.	
50. say multi-syllable words		
51. say contractions	16/min.	
52. say words with prefixes		
53. say words with suffixes		
54. say words with endings Add words from the child's reading book.		

title/source

SEQUENCING SKILLS:
TIPS FOR SUCCESS

SCAT

abstract

I have found four guidelines which I think make sequencing skills easier. Before settling on any sequence in reading or math, I make sure the sequence: (1) moves from the easiest skills to the hardest; (2) groups similar items together; (3) separates difficult-to-discriminate items, and (4) includes periodic review.

preparation:

Read the attached guideline sheet for ordering or writing sequences. Then, use the sequence sheet or a piece of scratch paper to write your sequence.

procedures:

1. Identify and analyze your sequence utilizing the guidelines attached.
2. Modify your sequence as needed.
3. Use the sequence as a guide for teaching skills, making further modifications as necessary.

monitoring:

Not applicable

materials:

Sequence Skills Sheet
Pencil
Patience

samples:

Guidelines for Developing Skill Sequences
Sample Sequences

GUIDELINES FOR DEVELOPING SKILL SEQUENCES

Sequences can be organized in several ways:

Sequences can be structured around developmental levels of performance. This is particularly appropriate, for example, in developing fine motor skill sequences.

Sequences can be structured around a hierarchical arrangement of items. This is particularly appropriate, for example, in developing math sequences.

Sequences can be structured arbitrarily. An arbitrary teaching-learning sequence will be easier to use if it is compatible with the sequence of skills introduced in commercially-available instructional materials. For example, many phonics series introduce consonant sounds, short vowels, consonant blends and digraphs, long vowels, vowel variants, etc. An arbitrarily-structured sequence can be organized to coordinate with the sequence of skills from materials which may be used in teaching.

To organize your sequence:

1. State precisely what it is you want the student to be able to do when he completes the sequence (write answers to 3-digit x 3-digit multiplication facts, read phonetically regular multisyllable words, etc.).
2. List the contributing or initial skills the student already possesses (reads numbers, writes numbers, works addition facts, works addition problems with carrying, etc.; says letter names, reads consonant sounds, etc.).
3. List all the skills which are either prerequisite to performance of the "ultimate" skill you are sequencing toward, or which you believe will contribute to the student's achievement of the "ultimate" skill.
4. Check the sequence:
   a) Does the sequence move from easy to difficult?
   b) Have you grouped similar items together (consonant blends st, sp, sw)?
   c) Have you separated difficult-to-discriminate items (b, d, p)?
   d) Have you built in periodic or continual review of skills mastered to date?
5. Rearrange items until you feel comfortable with the skill sequence you have established. Share it with fellow teachers and ask about suggestions for modifications.
6. Try the sequence, and see how it works. If you find some skills which are particularly difficult for students, you may want to "slice back" and make several steps out of what was originally one sequence step. Conversely, if there are some steps which seem unnecessary, combine or eliminate them. Use student performance data to assess the sequence you have developed, and modify it as necessary.

Sample: sequence for consonant sounds

1. m, f, s
2. b, k, r
3. review: m, f, s, b, k, r
4. l, n, p
5. g, w, t
6. x, j, v
7. review: all sounds to date
8. c, d, y
9. z, qu, h
10. review: all sounds to date

* difficult visual & oral discriminations separated
* review built into skill sequence

Sample: sequence for short vowels

1. short a
2. short a, i
3. short a, i, o
4. short a, i, o, u
5. short a, i, o, u, e

* difficult sound discriminations separated (a,e)
* review built into skill sequence

Sample: sequence for addition

one-digit + one-digit, factors 0-9, sums to 9
one-digit + one-digit, factors 0-9, sums to 18

two-digit + one-digit, no carrying
two-digit + two-digit, no carrying
one-digit, column addition

two-digit + one-digit, with carrying
two-digit + two-digit, with carrying
three-digit + three-digit, with carrying
four-digit + four digit, with carrying

mixed addition computation

* sequence simple to complex, easy to difficult
* review built into skill sequence

title/source

USING COMMERCIAL MATERIALS TO IDENTIFY SKILL SEQUENCES: A CAUTIOUS ENDEAVOR.

SCAT

abstract

With much care, I list the sequence of skills presented in the commercial material I use. After studying the skills carefully, I decide which skills are critical for my students and then add or delete skills as necessary. Then I re-order the sequence (if necessary) into a teaching sequence. In the end, I use this skill sequence to help me write short term objectives.

preparation:

Select the curriculum material you are interested in; find the teacher's manual and a copy of student materials. Beginning with lesson one, or unit one, list the new skills introduced. Then, go through and cross-out those skills which you do not consider critical. Mark those skills you consider most important.

procedures:

1. Rewrite the new sequence of skills on a sequence sheet, listing only those skills you consider critical.
2. Use this revised list in program planning and monitoring.
3. When utilizing the material from which you have drawn your revised sequence, modify the order of presentation to fit the new sequence.
4. Have students proceed through the material, mastering each skill listed on the sequence.
5. Identify and use other materials which fit specific skills on the sequence.

monitoring:

After you have finished the list, randomly check the list against the student materials to be sure that the skills listed are taught in the lessons listed. If not, locate other supporting materials which teach what the learner needs to know.

materials:

Commercial Material
List of Skills from Commercial Material
Worksheet
Patience

samples:

Sample sequence from commercial material
Guidelines for Evaluating Instructional Sequences

MATERIAL: DISCOVERING PHONICS WE USE
Rand McNally & Company, 1977
Hielman & Lamb

PAGE	SKILLS
1	Alphabet in sequence
2	Initial consonants p, m, t, n, c
3	Initial consonants b, l, k, d, f
4	Initial consonants s, g, h, r, w
5	Initial consonants j, v, q, u, y, z
6	REVIEW: Initial consonants
7	Consonant substitution in rhyming words (man, fan, can, pan) with short vowels a, u, o
8	Consonant substitution in rhyming words (bed, red, fed) with short vowels e, i, a, u, o
9	Final consonants t, n, m, p
10	Final consonants b, k, d, l
11	Final consonants s, g, f, x, r, v
12	REVIEW: Final onsonants
13	Final consonant substitution (sip, six) with short vowels i, u, a, o, e
14	REVIEW: Initial & final consonants in words
15, 16	Short vowels a, e, i, o, u
17, 18	Short vowel a
19, 20	Short vowel e
21, 22	Short vowel o
23, 24	Short vowel u
25, 26	Short vowel i
27, 28	REVIEW: Short vowels i, a, o, e, u
29	Consonant substitution in rhyming words
30, 31	Sentence completion(read all short vowels & some sight words, Write CVC short vowel words.
32	REVIEW: Short vowels a, i, e, o, u
33, 34, 35, 36	Plurals - CVC + s
37	Digraph sh
38	Digraph wh
39	Digraph ch
40	Digraph th
41, 42, 43, 44	REVIEW: Digraphs sh, wh, ch, th
45	Double final consonants - ss, - ll, - ff
46	Final consonant combinations -st, -mp, - lk
47	Final consonant combinations - ck, -sk, -nk
48	Final consonant combinations - ng, -nd, -nt
49, 50	REVIEW: Final consonant combinations
51, 52, 53, 54	Initial consonant blends: s blends
55, 56, 57, 58	Initial consonant blends: l blends
59, 60, 61, 62, 63	Initial consonant blends; r blends
64, 65, 66	REVIEW: Initial consonant blends
67, 68, 69, 70	Plurals - adding -es
71	Auditory discrimination short and long a
72	Sound-symbol association short and long a
73 - 76	Long a CVCE pattern
77, 78	Long a-ai pattern
79, 80	Long a-ay pattern
81-82	REVIEW: Long a at CVCE, ai, ay
83	Auditory discrimination short and long a

REVISED SEQUENCE OF SKILLS FROM
DISCOVERING PHONICS WE USE
Rand McNally & Co.

*Note: I revised this sequence so I could more easily see the skills being taught, and yet grouped skills together so I could monitor sutdent progress more easily.

PAGE	SKILL
1	Letter Names
2-14	Consonant Sounds
15-32	Short vowel sounds and CVC words with short vowels a, e, o, u, i
37-44	Digraphs sh, wh, ch, th
45	Double final consonants - ss, - ll, - ff
46-50	Final consonant combinations - st, mp, lk, ck, sk, nk, ng, nd, nt
51-66	Initial consonant blends: s blends, l blends, r blends
67-70 (33-36)	Plurals - adding s to CVC words -- adding es
71-112	Long vowels:
	Long a: CVCE, ai, ay
	Long o: CVCE, oa
	Long e: ea, ee
	Long i: CVCE
	Long u: CVCE

84	Sound-symbol association short and long o
85,86	Long o as CVCE pattern
87	Long o as -oa pattern
88	REVIEW: Long o patterns CVCE, oa
89,90	REVIEW: Long a and long o
91	Auditory discrimination short and long e
92	Sound-Symbol association short and long e
93,94	Long e pattern ea
95,96	Long e pattern ee
97,98	REVIEW: long a, o, and e
99	Auditory discrimination short and long i
100	Sound-symbol association short and long i
101,102	Long i in CVCE pattern
103,104	REVIEW: Long a, o, e and i words
105	Auditory discrimination short and long u
106,107	Long u sounds /yu/and /u/ in CVCE pattern
108,109	REVIEW: u sounds short and long
110	Sentence completion all vowels (Long and short)
111,112	REVIEW: Long vowels a, o, e, i, u

GUIDELINES FOR EVALUATING INSTRUCTIONAL SEQUENCES

1. Does the sequence progress from easy skills to difficult skills?					
2. Are similar items grouped together so that you can teach generalizations?					
3. Where items are difficult to discriminate, are they spread apart in the sequence?					
4. Is periodic review presented?					

title/source

MANAGING CURRICULUM
SEQUENCES AND OBJECTIVES

Jane Butler

abstract

Because I match objectives in the resource room with objectives in the regular classroom which are based on the school curriculum, I found that many of my "objective statements" were very similar and occurred in the same order. To ease my objective management problems, I developed master lists of objectives which contain blanks on which I enter names and specific performance aims.

preparation:

Before you make a "Master Objective List" in either Reading and/or Math, meet with regular classroom teachers in your school to identify the sequence of skills in the reading and/or math curriculums. Be sure to be scrutinizing. Many times you will find the sequence in curriculum materials inappropriate; rearrange the sequence in an order which meets your needs.

procedures:

1. Translate each sequence step into an objective statement.
2. As you write an objective statement, insert blanks _____ in place of student name and desired performance aims. (See attached sample).
3. As you identify needs and objectives for students, complete the objective statements filling in name and desired aims and dates.
4. As you intitate each objective, write the start date on the start date line.
5. When the student meets the performance aim, enter the date on the "date mastered" line.

monitoring:

Each objective should be monitored as often as possible. Daily is best. And thrice weekly is better than once a week.

materials:

Skills Sequence
Short Term Objective Sheet

samples:

Master Objectives List: Reading

MASTER OBJECTIVES LIST: READING

ANNUAL GOAL:

_____ (student) will read at a rate of _____ (# correct) words per minute, with _____ (#errors) per minute, with _____ (% correct) on comprehension questions.

STO:

#17 Given a probe of consonants, _____ will read sounds at a rate of _____ correct responses, and _____ errors per minute.

Start date: _____ Mastery date: _____

#18 Given a probe of consonant blends, _____ will read sounds at a rate of _____ correct responses, and _____ errors per minute.

Start date: _____ Mastery date: _____

#19 Given a probe of short vowels, _____ will say short vowel sounds at a rate of _____ correct responses, and _____ errors per minute.

Start date: _____ Mastery date: _____

title/source

DETERMINING DESIRED RATES AND DESIRED DATES FOR SHORT TERM OBJECTIVES

SCAT

abstract

When I write short term objectives, I include BOTH the amount of behavior desired("desired rate or desired aim"), and the date by which the student should acquire the behavior (desired date). Usually, I state the level of performance expected in terms of accuracy, rate, or cumulative score. I use several methods for establishing desired rates based on both proficiency (rate), or accuracy (percent), and several methods for setting desired dates.

preparation:

Decide whether the skill should be measured through accuracy or rate.

Accuracy: If the primary outcome of a skill is accuracy, and the skill is not a building-block to future skills, percent data, or raw data is usually acceptable. For example: toileting, spelling words orally, reading survival words, or reading comprehension might be measured through accuracy.

Rate: Many times it is important to perform a task accurately and quickly. Reading words and writing answers to math facts are examples of skills where fluency and accuracy are important. In cases like these, where fluency and accuracy are important, rate is the most sensitive measurement system.

procedures:

1. Determine desired rate:
   a. Ask a student who can do the task proficiently to do it for one minute; use this score to set the aim.
   b. Ask a classroom of children to perform the task for one minute; use the mean of these scores to set aims.
   c. Obtain desired rates from books or professional journals.
   d. Contact other professionals for suggested aims.
   e. Ask several adults to perform the task; take a percentage of their score.
2. Determine desired date:
   a. Determine the number of short term objectives necessary to reach each long term goal. Divide the number or remaining school weeks or days by the number of short term objectives. This gives you a starting point for determining the approximate length of time to spend on each objective, which can be adjusted as needed (formula - next page).

$$\frac{\text{\# remaining wks./days in school yr.}}{\text{\# short term objectives}} = \text{\# wks./days per STO}$$

b. Ask regular classroom teachers by what date they expect mastery of the skill, and use this as a desired date.

c. Ask the student to set the desired date.

materials:

Long term program goals
Sequence of short term objectives for each goal
School calendar

samples:

Sample Aims

AND IF YOU HAVE NO IDEA ... SAMPLE AIMS:

TABLE OF RECOMMENDED MEASUREMENT SYSTEMS AND DESIRED RATES
(JUST A FEW)

PREACADEMIC SKILLS:			ACADEMIC SKILLS:		
Recognizes colors	Rate	40 C OE per minute	Counts to 100	Rate	100-200 C 0-2E per minute
Says Alphabet	Rate	50 C OE per minute	Counts by 5 to 100	Rate	100 C 0-2E per minute
Counts to 10	Rate	50 C OE per minute	Writes digits to facts (Addition, subtraction, multiplication, division)	Rate	30-50 C 0-2 E
Matches amount to symbol	Accuracy or rate	100% 30-40C 0E per minute	Says letter sounds	Rate	40-70 C 0-2E per minute
Writes name	Accuracy	100%	Reads words	Rate	80-120 C 0-2E per minute
Says address	Accuracy	100%	Answers comprehension questions	Accuracy	100%
Says phone number	Accuracy	100%	Spelling	Accuracy orRate	100% 30 letters per minute
Matches shapes	Rate	30-40 C 0-1E per minute	Handwriting	Accuracy or Rate	100% 60-120 C 0E per minute

*C=Correct
~ E=Errors

title/source

INSTRUCTING TO OVERLAPPING SEQUENCE STEPS:
A MATTER OF CATCHING-UP

SCAT

abstract

After I discovered there was such a thing as a "Don't-Hold-Me-Up-for-Practice" sequence, I knew that I could teach to more than one objective at a time. Overlapping sequence steps allow for overlapping instruction. This is an important strategy and helps students "catch-up" to peers quickly. But, it requires careful examination of each student's learning stage and use of appropriate instructional sequences.

preparation:

If possible, read information discussing the stages of learning in Exceptional Teaching by Owen White and Norris Haring. This will give you a clear understanding of the five stages of learning which are: 1. Acquisition; 2. Proficiency; 3. Maintenance, 4. Transfer and 5. Generalization.

Review the 3 types of instructional sequences (attached) and be sure you understand that both the "Don't-Hold-Me-Up-for-Practice" and the "Concurrent" sequences are appropriate for overlapping instruction.

procedures:

1. Determine the type of sequence you are using.
2. Determine which stage of learning each student is at on the skill being studied.
3. During the acquisition stage, provide lots of demonstration and modeling and plenty of feedback. Correction procedures for errors are important at this stage.
4. During the proficiency stage (student has accuracy but is not yet proficient) arrange plenty of practice and some reinforcement-particulary for increasing speed from one day to the next.
5. If you sequence is a "DHMUFP" type, begin instruction on the first acquisition stage skill. Continue to teach until that skill enters the proficiency stage. As that skill enters the proficiency stage, begin teaching acquisition of the next skill while you continue to work on increasing proficiency on the first skill.

Using this overlapping instructional procedure prevents students from sitting on one skill for a long time and allows them still, to work toward proficiency of every skill.

monitoring:

Take daily data so you'll be able to determine the stage of learning for each student, on each skill.

materials:

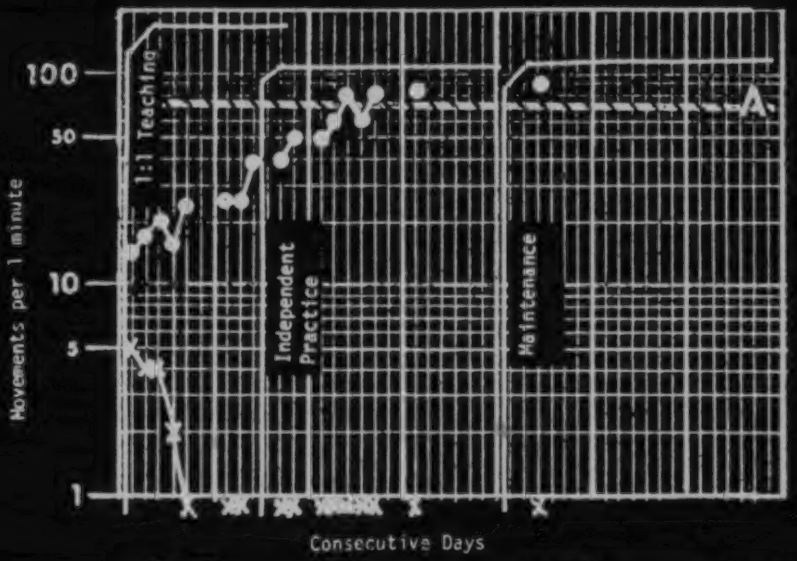
Guide to Identifying Sequence Types
Sequence of Skills
Direct and daily measurement probes
Daily data sheets and charts
Exceptional Teaching by White & Haring

samples:

Guide to Identifying Sequence Types
Daily Chart showing student performance

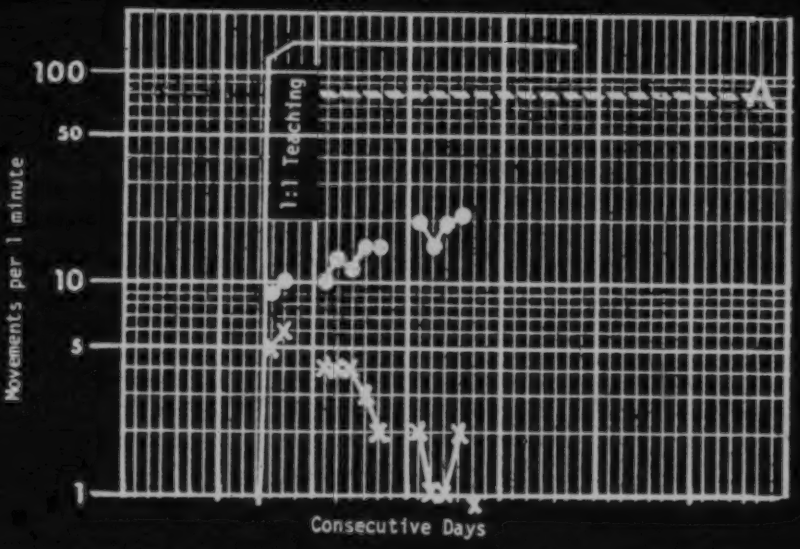
OBJECTIVE 7:

Say short vowel sounds



OBJECTIVE 8:

Say CVC words with short a



GUIDE TO IDENTIFYING SEQUENCE TYPES

SEQUENCE TYPE I. STRAIGHT UP THE LADDER SEQUENCES.

Sequences in which a student must demonstrate both accuracy and proficiency of each skill before moving to the next skill.

If you have a "Straight up the ladder" sequence, overlapping instruction on more than one objective is not appropriate.

SEQUENCE TYPE II. DON'T-HOLD-ME-UP-FOR-PRACTICE SEQUENCES.

Sequences in which a student must demonstrate accuracy of a skill before moving on to the next skill, but while acquiring the next skill, continues to work toward proficiency of the first skill.

You got it! This is the type of sequence on which you can use overlapping instruction on two or more objectives!

SEQUENCE TYPE III. CONCURRENT SKILLS SEQUENCE.

A situation in which a student may be working on acquisition or proficiency of more than one skill in a single sequence at the same time.

Like Sequence Type II, this may be an appropriate time to utilize overlapping instruction on more than one objective

title/source

USING SKILL SEQUENCES

Geri Hobdey

abstract

Because there are so many skills children must learn I find it helpful to use a skill sequence which identifies critical skills in various developmental areas. As I review sequences I look for sequences which (1) contain well-defined steps, (2) describe observable and measurable skills, and (3) present skills in a developmentally-logical order. I look for skill material which provides guidelines on monitoring student progress through the skill sequence. For these reasons I find the Portage Guide very useful.

preparation:

Assess each child's skills by utilizing a skills checklist. Many commercial materials (including the Portage Guide, and other available materials) provide such lists. Administer the skill assessment several times, recording the results each time. Share the assessment results with others working with the child. The Portage Guide encourages using parent input, which is a valuable suggestion, since many early skills are observed more frequently at home than at school.

procedures:

1. After identifying each child's skills, group students according to skills mastered, and skills needing development.
2. Keep a daily record of how students are performing on specific skills.
3. As children meet criteria on specific skills, move them to new skills, regrouping for instruction when appropriate.
4. Every six weeks, send a progress report home to parents, reporting new skills learned to date. Ask parents to add any new skills they see developing at home.

monitoring:

Daily, assess the performance of individual students. Use a checklist or chart to record the results.

materials:

Portage Guide to Early Education (or similar skill sequence)
Recording Sheet
Progress Report

title/source

IT DOESN'T TAKE MUCH
TO REINFORCE KIDS

Jeanne Bauwens

abstract

Despite my very limited materials budget, I find that providing meaningful reinforcers is neither too costly or too difficult. My kids favorite reinforcer is a simple little card which I fill out for them at the end of a session if their performance has improved from the preceding day or if they meet a desired aim. The cards are called, "Happy Cards" and that's just what they are!

preparation:

Make, locate or duplicate the "Happy Card" (Example attached).
Set up direct and daily monitoring procedures.

procedures:

1. Check student performance on specific skills each day.

2. When a student meets or beats his or her previous performance score, fill out a Happy Card. Give it to the student, adding a little verbal praise.

3. Instruct the child to share the Happy Card with the regular classroom teacher, with parents, and with friends.

monitoring:

Not applicable

materials:

Happy Cards
(A complete set of "Happy Cards" and an article describing their function and use is available from Jeanne Bauwens, Franklin Elementary School, Boise, Idaho).

samples:

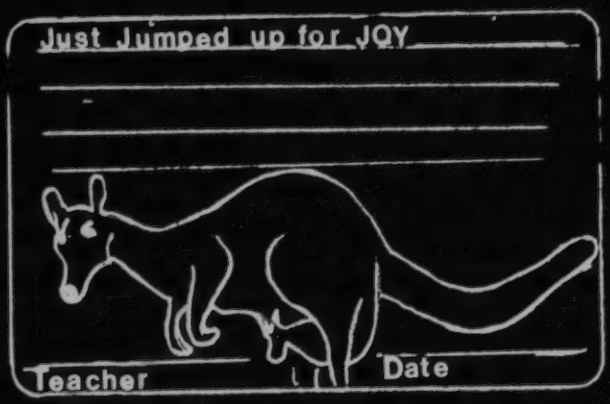
Sample Happy Cards

Date
Teacher

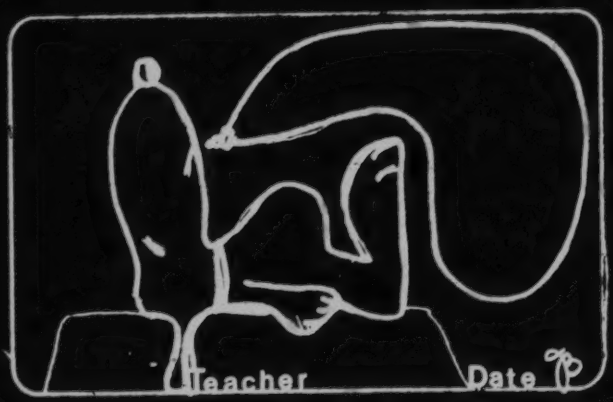
HEY, HEY, HEY
Teacher
Date

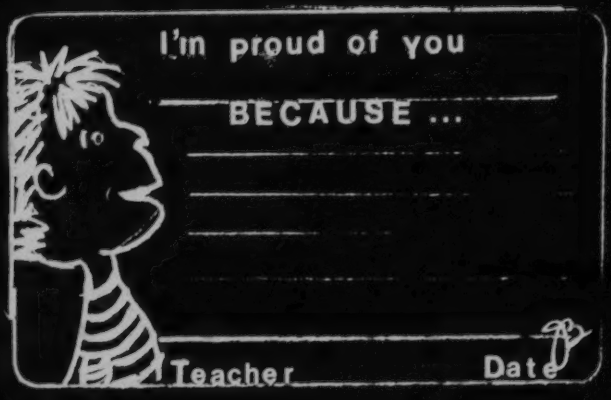
Teacher
Date

Teacher
date


Just Jumped up for JOY
Teacher
Date

HATS
OFF
TO
Date
Teacher


Teacher
Date


I'm proud of you
BECAUSE ...
Teacher
Date

title/source

ALL INCLUSIVE PLAN SHEETS:
RECORDING PROGRAMS, CONTINGENCIES,
RAW DATA AND CHARTED INFORMATION

Mike Lowder

abstract

In an effort to decrease the number of forms collecting dust around my room, I utilize one plan sheet which contains: 1) program description, 2) program activities, 3) program contingencies and 4) criteria for change. Combined with one other form which contains sections for: 1) sequence steps, 2) sequence point systems, 3) raw data and 4) charted data, I find that I have all the information I need on two sheets.

preparation:

Duplicate plan sheet forms.
Child Study Team writes and identifies a total service plan which includes annual or long term goals for each child.

procedures:

1. For each Long Term Goal, identify the appropriate sequence of skills and write a short term objective for each skill as you come to it.
2. Develop a plan sheet for each Short Term objective by completing all relevant sections of the forms you choose to use. Note: 3 to 5 plan sheets per student are maximum at any particular time.
3. Daily activities follow the sequences and procedures described on the plan sheet(s).

monitoring:

Daily data is kept as plan sheet activities are implements. The correct/error or "level of assistance" data can be kept on the plan sheet or the three-item record sheet.

materials:

Plan sheets for each short term goal
3 item record sheets
Total Service Plan

samples:

Plan sheets for short term goals (2)

Student _____ Date _____ Teacher _____

Long Term Goal: _____ Short Term Obj.: _____

Key (levels of assistance)
1 = 4 =
2 = 5 =
3 =

Sequence Step	Date	Teacher Activity: Prep.& Procedure	CORRECTS			ERRORS			Criteria for Change
			Beh.	Ratio	Conseq.	Beh.	Ratio	Conseq.	

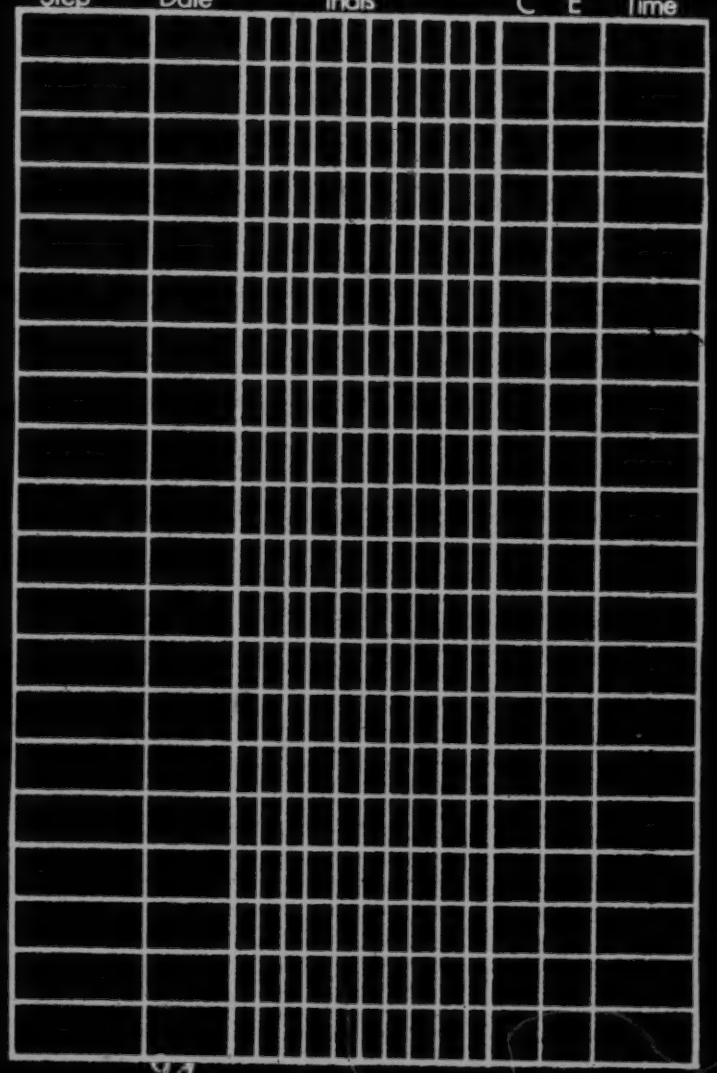
Step	Date	Daily Data Trials	C	E	Time

Student: _____

Program: _____

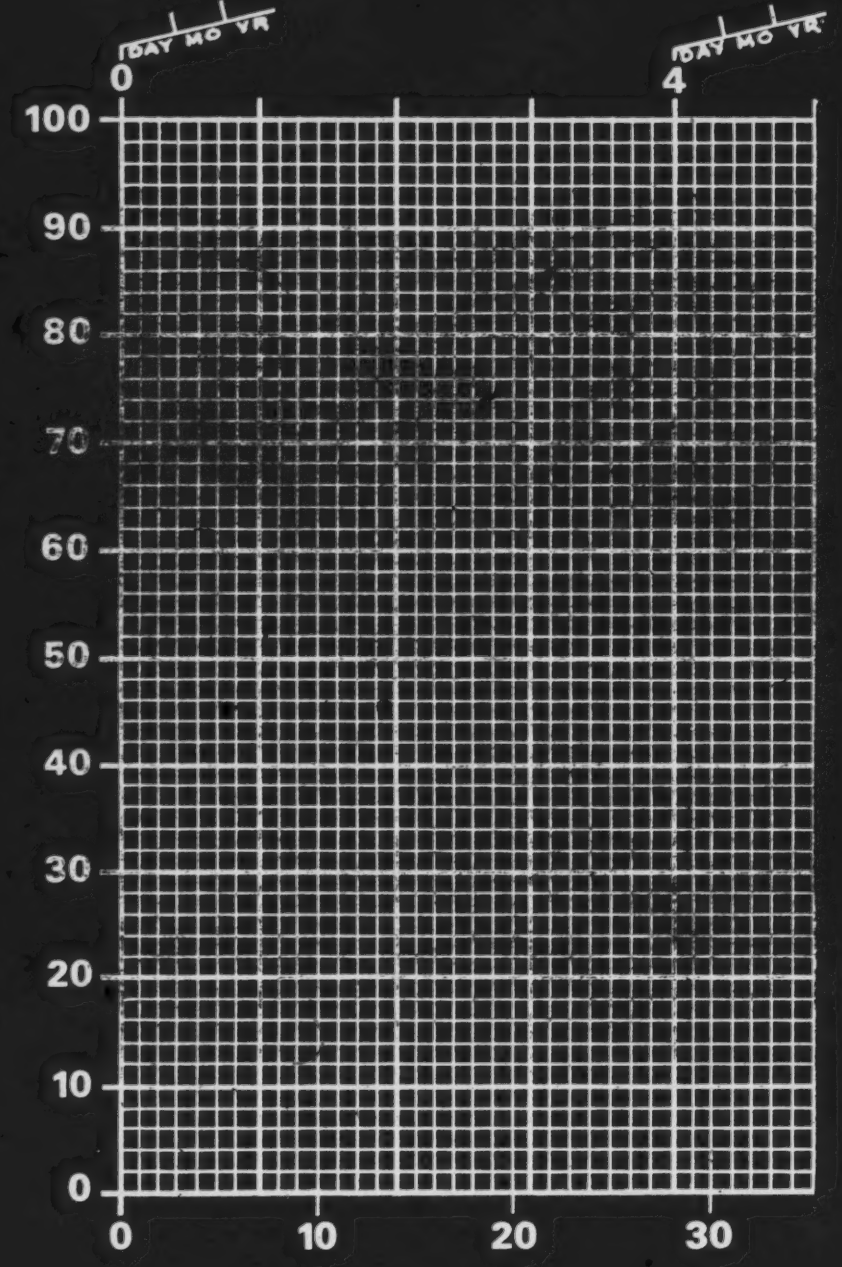
SEQUENCE STEPS:

Sequence Steps:



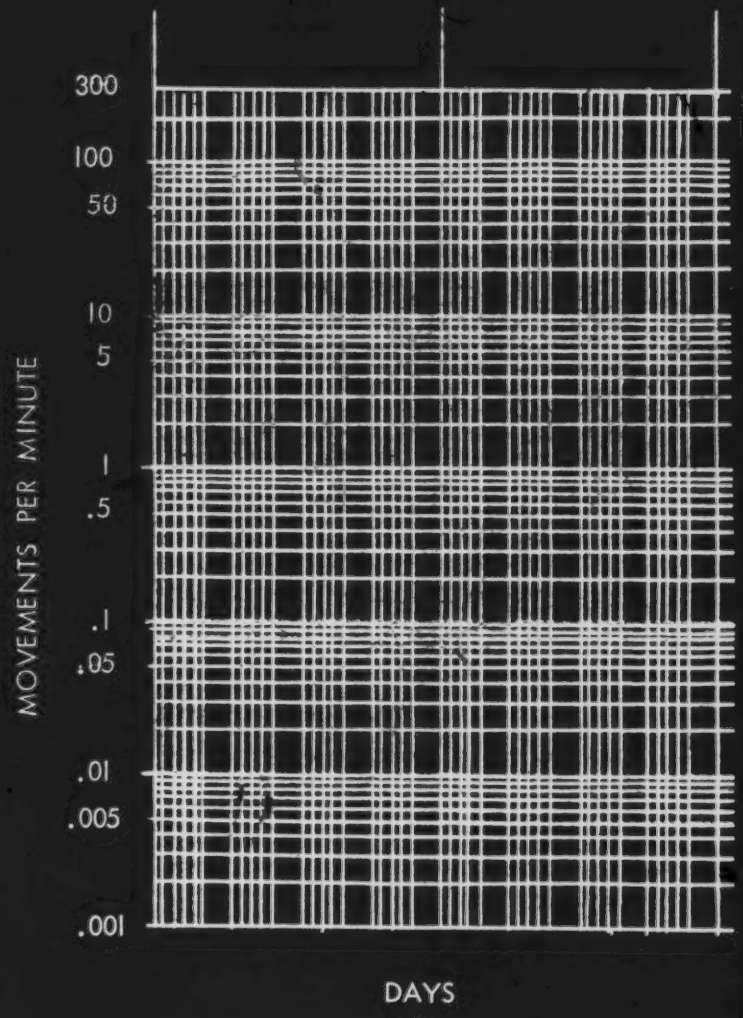
Univ. Washington: EEU 1976

ED 155 874 WHAT'S GOING ON HERE? A COLLECTION OF EXCEPTIONAL PRACTICES IN IDAHO. (SCAT PROJECT, TITLE VI-G). MCGUIGAN, CORRINE; AND OTHERS
2 OF 4 IDAHO STATE DEPT. OF EDUCATION, BOISE.; OREGON UNIV., EUGENE. NORTHWEST REGIONAL RESOURCE CENTER. 77 287P.



Student: _____

Program: _____



title/source

USING FLOWING LISTS FOR TEACHING SKILLS

C. A. McGuigan

abstract

Instead of pre-determining a list of reading words or math problems for students to learn each week, I set a mastery criteria for each word or problem. When a student demonstrates criteria on a particular word or problem, the student no longer has to study that word/problem and a new one is added to their list.

preparation:

List reading words, math problems, or other skill items to be learned on a daily data sheet (see sample). Set a mastery criteria for each unit, something like accuracy two days in a row.

1. Each day, students practice a pre-determined number of new items. The number of items can vary from 2 or 5 to 10, or any number that seems appropriate.
2. Test the student on the items from the list, by having the student say or read the the words, work the problems, etc.
3. On the daily data sheet, mark each item as correct "c" or error "x".
4. When an item is learned to criteria, drop that item from the list by circling it or putting a box around it. The student no longer has to study that item.
5. For every item dropped each day, add a new one, so the number of items on the list remains constant.
6. Chart student performance on a cumulative chart (See Measurement: Cum. charting).

monitoring:

Check maintenance on every seventh day by asking the student all of the items (or a random sample of the items) passed (at criteria) to date (items circled or boxed). Mark these as correct "C" or error "X".

materials:

List of items (words, problems, etc)
Daily data sheet
Cumulative chart

samples:

Reading and math samples
Daily Data Sheet

Daily Data Sheet

Pupil Chad — Number of Units per day: 3 — Criteria: correct 3 consecutive days

Consecutive Week Days	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Reading contractions																									
don't	C	C	C				C																		
couldn't	X	X	C	C	C		C																		
hasn't	C	C	X	C	C	C	C																		
can't	C	C	C				C																		
shouldn't				X	C	X		C																	
I'll				C	C	C	C																		
they're						X		X																	
we've								C																	
hadn't								X																	
wouldn't																									

MAINTENANCE CHECK

Pupil SUSIE — NUMBER OF UNITS PER DAY: 3 (November, 1977) — CRITERIA: CORRECT 2 CONSECUTIVE DAYS

Consecutive Week Days	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
ADDITION FACTS															
2+3	X	C	C				C								
3+4	X	X	C	X	C	C	X								
5+2	C	C					C								
5+3			X	C	C		C								
4+5				X	X	C		C							
7+2						C		X							
7+3								X							
7+4															
7+5															
7+6															
7+8															
7+9															
3+4 (missed on maintenance ✓)															

MAINTENANCE CHECK

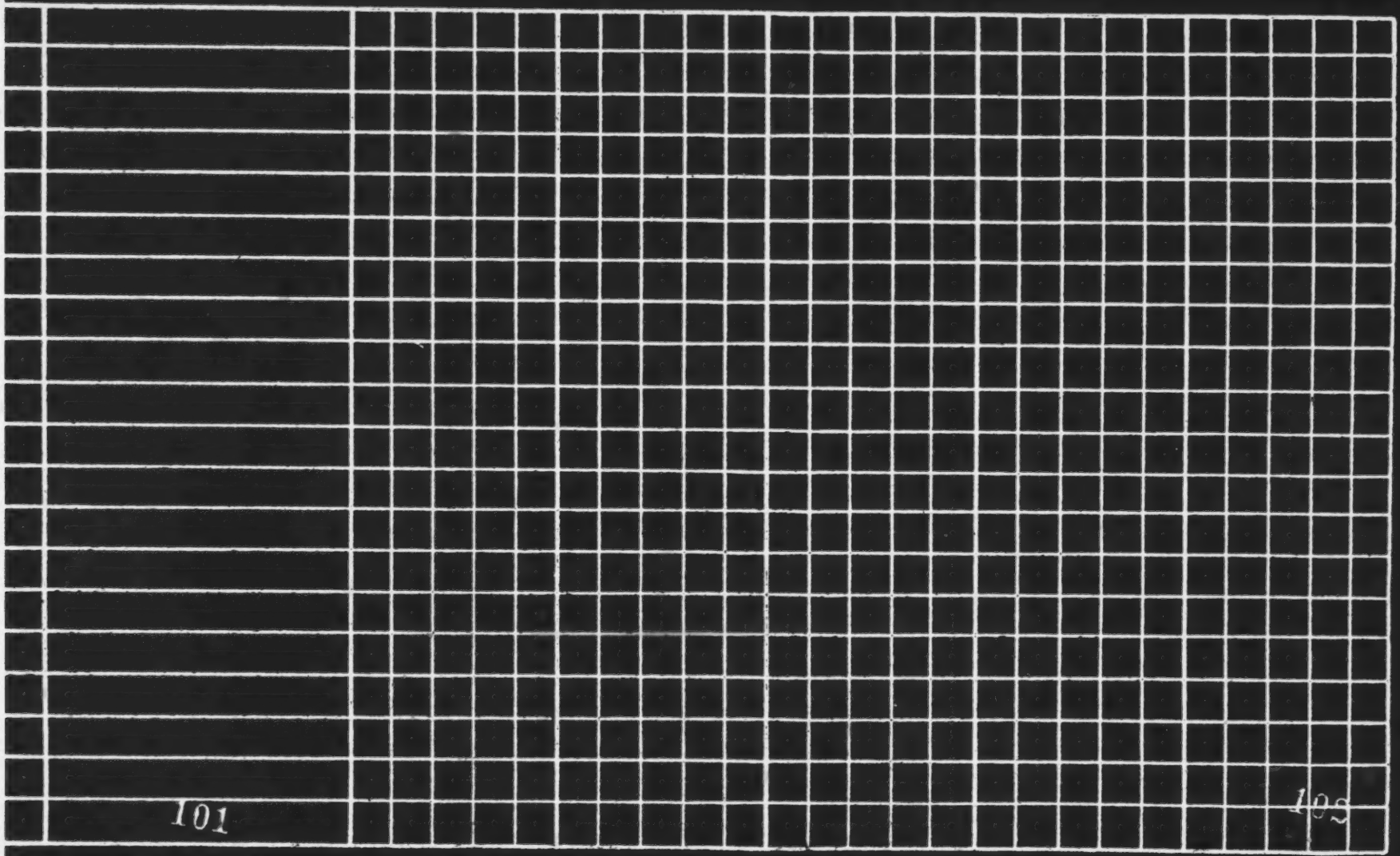
MAINTENANCE CHECK

100

Daily Data Sheet

Pupil _____

Consecutive Week Days



title/source

SKILL BASED INSTRUCTIONAL PACKAGES IN READING AND MATH

Neldon Kingston

abstract

In order to help students progress rapidly through basic reading and math skills, our staff uses a series of reading and math programs which contain sufficient instruction and practice. The series consist of 31 reading and 50 math skill-sheets which are readily adapatable for use in regular or special education classrooms.

preparation:

Before utilizing any of the skill-sheets, read the directions accompanying each skill-set you wish to utilize. Secure film strip and overhead projectors as needed for specific program/instruction components.

procedures:

1. Assess each student's reading and/or math needs.
2. Select the appropriate skill-set(s) for: 1) each student; 2) each group of students or 3) for use by the entire class.
3. Follow instructions for program implementation, monitoring and maintenance as described in the guidelines accompanying the program.

monitoring:

A criterion referenced monitoring system is built into both reading and math materials.

materials:

31 Reading skill sheets
50 Math skill sheets
3 Different types of instructional materials.

All materials are designed so as not to require extended in service.

Materials available from:
NELDON KINGSTON
School District # 148
Grace, Idaho 83241

title/source

INSTANT ERROR CORRECTION

SCAT

abstract

When I finally realized that the reason students were making mistakes was because they didn't know the right answer, I developed a series of "guaranteed" correction procedures, based on: 1) telling or showing the student the correct response, 2) giving the student several chances to try the response, 3) staying on an item until the student responds correctly, and 4) reinforcing correct responses. Now the only time my kids make errors is when they want to!

preparation:

Memorize these correction steps:
a) Tell or show the student the correct response;
b) Give the student several chances to try the response;
c) Stay on an item until the student gives a correct response and
d) Reinforce the student's correct responses.

Devise specific correction procedures for math and reading skills.

Then, practice these correction procedures until you feel comfortable and can go through them automatically.

procedures:

1. Each time a student makes an error, use the correction procedure. Teach students the correction procedures so they can attempt to correct themselves or figure out answers.
2. Following the correction, move on to the next step or item.

monitoring:

Check to see that you and the students are following a correction procedure which is appropriate to the skill you are teaching. (See examples).

materials:

None

samples:

Correction procedures for reading words
Correction procedures for math problems

CORRECTION PROCEDURE FOR ERRORS

PHONETICALLY REGULAR WORDS

	Sample
1. Ask student to re-read the word. a. If correct, move on to the next word. b. If error, proceed through the correction steps below.	
2. Ask student to read each letter sound. a. If correct, move to next step. b. If error, demonstrate each sound.	/m/-/a/-/n/
3. Ask student to blend sounds. a. If correct, move to next step. b. If error, demonstrate blending.	"m..m..a..a..n"
4. Ask student to read the word. a. If correct, move to next step. b. If error, demonstrate.	"man"
5. Ask student to practice the word 3 times. a. If correct, move to next word. b. If error, repeat correction procedure	"man" man man

CORRECTION PROCEDURE FOR ERRORS

SIGHT WORDS

	Sample
1. Ask student to re-read the word. a. If correct, move to the next word. b. If error, proceed through the correction steps below.	
2. Demonstrate the word...read it yourself.	"said"
3. Ask student to read the word. a. If correct, move to next step. b. If error, demonstrate again.	"said"
4. Ask student to practice the word three times. a. If correct, move to the next word. b. If error, repeat correction procedure.	"said" said said

CORRECTION PROCEDURES FOR MATH

ADDITION	Sample	SUBTRACTION	Sample
1. Ask student to check problem and make correction a. If correct, move to next problem b. If error, move to next step below		1. Ask student to check problem and make correction. a. If correct, move to next problem b. If error, move to next step below	
2. Have student read first number (numerator).	"3"	2. Have student read first number (minuend).	"9"
3. Have student "count up", beginning with the number, and proceed "counting up" a number of steps equal to the second number. (denominator). a. If correct, move to next step. b. If error, demonstrate	"3,4,5"	3. Have student "count down" or "count back" beginning with that number, and proceed "counting down" a number of steps equal to the second number (subtrahend). a. If correct, move to next step b. If error, demonstrate	"9,8,7,6"
4. Have student write and say the answer a. If correct, move to next step b. If error, demonstrate	"5"	4. Have student write and say the answer a. If correct, move to next step b. If error, demonstrate	"6"
5. Have student practice the problem 3 times. a. If correct, move to next problem b. If error, repeat correction procedure	"3+2=5" 3+2=5 3+2=5	5. Have student practice the problem 3 times a. If correct, move to the next problem. b. If error, repeat correction procedure	"9-3=6" 9-3=6 9-3=6

MULTIPLICATION

	Sample
1. Ask student to check problem and make correction. a. If correct, move to next problem. b. If error, move to next step below.	
2. Have student read first number (multilicand).	"5"
3. Have student count by the number in the multiplier (2's, 3's, 5's) a number of times equal to the second number (multiplicand). a. If correct, move to next step. b. If error, demonstrate.	"5,10,15, 20,25,30"
4. Have student write and say the answer. a. If correct, move to the next step. b. If error, demonstrate.	"30"
5. Have student practice the problem 3 times a. If correct, move to the next problem. b. If error, repeat correction procedure.	"6x5=30" 6x5=30 6x5=30

DIVISION

	Sample
1. Ask student to check problem and make correction. a. If correct, move to next problem. b. If error, move to next step below.	
2. Have student read larger number (dividend)	"24"
3. Have student read the small number. (divisor), and count by the number of the divisor. (2's, 3's, 4's, 6's) until he reaches the dividend, keeping track of the number of times he counts. a. If correct, move to the next step. b. If error, demonstrate	"4,8,12,16, 20,24"
4. Have student write and say the answer. a. If correct, move to the next step. b. If error, demonstrate.	"6"
5. Have student practice the problem 3 times. a. If correct, move to the next problem b. If error, repeat correction procedure.	"24 4=6" 24 4=6 24 4=6

title/source

MONDAY, MOTIVATION
TUESDAY, TECHNIQUE:
SLICK TRICKS FOR TEACHING
MULTIPLICATION FACTS

Karen Ellis

abstract

As motivation is a critical factor in both acquiring and maintaining facts, I teach multiplication tables using all the finesse I have! I utilize a sequence which moves from simple to complex combined with direct instruction and practice. When possible, I teach my kids tricks. I divide the facts into 7 phases, including 2 review phases. After identifying known and unknown facts, I begin instruction using drill, practice, feedback and daily performance assessments.

preparation:

Very little preparation is necessary other than making some stimulus cards (flash cards), making or obtaining some probe sheets and review probes for timings.
Divide the facts into phases: be sure to include 2 review or maintenance phases.

procedures:

1. Assess students for known and unknown facts or units (phases) of facts.
2. Instruct students on unknown phases using the strategies suggested in each phase. (Tuesday Technique - see attachments)

monitoring:

Monitor acquisition and fluency daily.

Divide each student's graph into color-coded phases and shade each section when mastery occurs (40 correct with 0 errors for 2 consecutive days). Each Monday, discuss progress to date and reinforce students for progress. (Monday Motivation).

materials:

List of phases
Slick-tricks for teaching multiplication facts (Attached)
Flash cards
Individual student record sheets and charts
Probe Sheet

samples:

Phases, instructions and slick tricks

	0	1	2	3	4	5	6	7	8	9	10	11
0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11
2	0	2	(4)	(6)	(8)	(10)	(12)	(14)	(16)	(18)	20	22
3	0	3	(6)	(9)	(12)	(15)	(18)	(21)	(24)	(27)	30	33
4	0	4	(8)	(12)	16	(20)	24	28	32	(36)	40	44
5	0	5	(10)	(15)	(20)	(25)	(30)	(35)	(40)	(45)	50	55
6	0	6	(12)	(18)	24	(30)	36	42	48	(54)	60	66
7	0	7	(14)	(21)	28	(35)	42	49	56	(63)	70	77
8	0	8	(16)	(24)	32	(40)	48	56	64	(72)	80	88
9	0	9	(18)	(27)	(36)	(45)	(54)	(63)	(72)	(81)	90	99
10	0	10	20	30	40	50	60	70	80	90	100	110
11	0	11	22	33	44	55	66	77	88	99	110	121

0,1,10,11

(2)(3)(5)(9)

4,6

7,8

PHASE I (easiest phase, minimal instructions)

PHASE II (some tricks taught)

PHASE III (maintenance 0,1,2,3.5,9,10,11)

PHASE IV (4x4, 6x4, 7x4, 8x4, 6x6, 6x7, 6x8)

PHASE V (7x7, 7x8, 8x8)

PHASE VI (maintenance)

MATH: TEACHING THE X TABLES (0 - 11)

PHASE I:

STEP I: Administer Probe/Flash cards or some kind of criterion reference test that includes 0 - 11 x tables.

PHASE I:

STEP II. Begin in appropriate Phase, i.e. Phase I which consist of 0, 1, 10, 11. Dialogue for each x table:

0 = "Any number multiplied by 0 is 0." Proceed with 0 time-probe for one minute.

1 = "Any number multiplied by 1 is that number." Proceed with 1 time-probe for one minute.

10 = "Any number multiplied by 10 is like multiplying by ones - just add a zero. Proceed with 10 time probe for one minute.

11 = "Any number multiplied by 11 is like multiplying by ones - just double the number." Proceed with 11 time probe for one minute.

IMPLEMENTATION:

The steps in Phase I may be adjusted according to each student's needs, i.e. if the student can handle all four of the time tables in one day, then it is perfectly okay to proceed in that direction. Reinforce the Commutative Principle!

PHASE 2:

STEP III. Order: 2, 5, 9 & 3:

2 = Student must be able to count by twos. "Double the number that you are multiplying. e.g. 2x3 or 3x2 is "double 3" or six.

5 = Student must be able to count by fives. "Odd numbers, e.g. 5x5, end in a 5 (25); even numbers, e.g. 8x5 or 5x8 end in a zero. Look for patterns in your answers, e.g. 8x5 or 5x8, the answer is 40. One-half of 8 is 4 and add a zero. If students tell time (clock time) by saying 11:20 or 7:45, etc., then this is a good way to introduce the 5 x tables. For example, if the small hand is pointing to 11, we know that the clock is divided into units of 5's (numbers around the clock) and therefore the time is 55 minutes before some hour. (11 x 5 = 55).

9 = There are some neat tricks for teaching the nines x tables. I use the "Polish Joke" to get children to see the patterns that the nines x tables have:

9x1 = 9
9x2 = 18
9x3 = 27
9x4 = 36
9x5 = 45
9x6 = 54
9x7 = 63
9x8 = 72
9x9 = 81

Points to make: From 9x2 to 9x9 the first digit is sequential in order, and from 9x9 to 9x2, the second digit is sequential going back up.

Each answer in the nines adds up to the sum of nine. "If you forget an answer, use this trick: 4x9 or 9x4 = "One less than 4 is ___ -(3) and 3 + ____ what is nine. The answer must be 36."

A third trick is to pretend that the student is multiplying by 10 and subtract the smaller number (up through 9x8) e.g. 9x5 or 5x9 is 50 - 5 or 45

Follow each of the x tables with a one minute probe sheet timing.

Students must know their sums to 9 combinations to be able to remember the tricks in this x table.

Teach each x table separately until student reaches mastery.

3 = Student must be able to count by threes. He needs to learn 3x3, 3x4, 3x6, 3x7, 3x8. These can be put on flashcards. This is actually the beginning of the harder phases of problems.

PHASE 3:

STEP IV: Maintenance checks over all that has been learned. 40 C/ 0E ( )r two days in a row. Must complete this before going on.

PHASE 4:

STEP V: The idea now is to get students to realize that they have mastered all but 10 of the x tables. They have mastered the easiest ones and have only a short ways to go. (Don't forget the Monday Motivators - may be a variety of things like praise, maintenance game, slides of x tables, etc.)

STEP VI: 4 and 6 times tables:

4 = Student needs to learn: 4x4, 4x6, 4x7, and 4x8

6 = Student needs to learn: 6x6, 6x7, 6x8
Follow each time table with a one minute probe sheet timing.

IMPLEMENTATION:

Fours and sixes should be administered separately until criterion is reached - 40 C/ 0E for two days in a row (one minute). Use games and flash cards.

PHASE 5:

STEP VII: 7 and 8 times tables.

Student needs to know: 7x7, 7x8, and 8x8.

There are some rhymes to facilitate the learning of these times tables:
7x7 is the San Francisco 49ers (Football team)
7x8 is 56: If you're counting, those numbers yield 5678.
8x8 is 64: shut your mouth and say no more. (This is the last time table that the student has to learn)!

Administer a one minute timing and probe sheet for the 7's. If student reaches criterion, then move on to the 8's.

PHASE 6:

STEP VIII: or Phase VI or Phinal Phase (Whew!)

Continued maintenance checks over 0 - 11 x tables 40C/ 0E

(Then, teach the kids how to use a calculator!!!?)

M-234

PHASE ONE: SAMPLE PROBE

Name _____ Date _____ Grade _____ Count: correct _____ errors _____ Time: 1 min.

Multiply Facts x0

0	1	2	3	4	5	6	7	8	9	8	2	7	5	1
x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
														(15)
2	3	6	0	9	3	4	7	5	1	6	8	9	2	7
x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0
														(30)
5	4	8	3	6	1	2	7	9	0	4	3	8	5	6
x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0
														(45)
0	2	9	7	4	8	1	3	5	6	2	0	3	7	1
x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0
														(60)
2	6	3	1	9	7	4	0	8	5	3	2	6	1	4
x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0
														(75)
9	4	5	8	0	6	3	2	7	1	9	4	5	8	0
x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0
														(90)
7	9	0	5	3	8	2	6	1	4	7	0	9	6	3
x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0
														(105)
6	2	4	8	1	0	7	3	5	9	2	4	6	8	1
x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0	x0
														(120)

title/source

A PROGRAM FOR INCREASING ACQUISITION OF AMOUNT/ NUMERAL CORRESPONDENCE

Doris Homan

abstract

Ever have a child who couldn't learn the appropriate numeral correspondence? I did and it forced me to develop a program consisting of; 1) a finely sliced sequence; 2) direct and daily practice procedures with different types of drill and practice and; 3) continuous feedback. The time I spent developing my program for numeral-amount correspondence was well worth it because the student made consistent progress.

preparation:

First, finely sequence a teaching order for amount-numeral correspondence. (I sequenced mine so that there were only one or two units of amount-numeral correspondence for each teaching step). Secondly, list direct teaching and practice activities for each sequence step. Include worksheet activities, flash card drill, etc.

procedures:

1. Assess known and unknown units (amount-numeral correspondence 1 to 10).
2. Check off known items on your sequence list.
3. Teach to unknown items during each session; incorporate a tracing activity, a pertinent worksheet and flash card drill on known and unknown units (stack the deck more heavily with unknown units).
4. Take a sample of performance on all units learned to date. (You may enter this as percent data, though a one-minute time sample will give you the same information plus allow an extra minute of practice for the learner.) I don't move to new amount-numeral correspondence units until the learner reaches 30 correct per minute.

monitoring:

Periodically assess performance.

materials:

Sequence of amount-numeral correspondence
Flash cards
Activity sheets
Probes for each sequence step

ACADEMIC ASSESSMENT BATTERY
Experimental Education Unit
Child Development and
Mental Retardation Center
University of Washington

Match: Numeral to Set (1 to 5)
#18

Name: _____
Date: _____
Correct: _____ Error: _____
Omissions: _____

3	•	•••	••••
2	•••••	••	•••
1	••	•••	•
5	•••••	••	•••
4	•	••••	•••
2	••	•	••••
3	•••	•••••	••
1	•••	•	••••
5	•••	••	•••••

title/source

MATH FACTS: PROCEDURES FOR TEACHING PROFICIENCY IN LARGE OR SMALL GROUPS

Katherine Dustin

abstract

After my students have acquired a set of math facts (for example, addition) I continue to teach the skill until the students have become fluent or proficient. By giving each student a skill worksheet and a one-minute practice session followed by a proficiency probe, I find that my students quickly gain fluency. And, with this arrangement, I can work with individual students, small or large groups.

preparation:

Prepare drill sheets for the 54 addition combinations (or subtraction, multiplication or division skills).

procedures:

1. Give each student in the group the drill sheet they are working on.
2. Give them a one minute practice period.
3. Now, take a one minute timing.
4. Score (or have the students score) correct and error responses.
5. Enter the scores on raw data sheets and charts for each child.

For timing:

1. Tell the students when you say "Go" they are to complete all the problems on the page. Since you want to know how long it takes each student, use the balckboard for timing. Write on the blackboard, time units from 1:00 minute to 5:00 minutes, in ten-second intervals (1:00, 1:10, 1:20, 1:30, 1:40...). Say Go. At one minute, point to 1:00, and continue pointing to each time unit as the time passes, moving your hand down the blackboard.
2. As students finish all the problems on the page, they look at the board, to the time interval you are pointing to, and record the time on their papers.

monitoring:

Record and chart student scores by the minute or by the total amount of time taken to complete all problems. Practice until students are both accurate, and fluent at the facts.

materials:

Drill sheets of basic facts
Correction sheets or answer keys for drill sheets
Charts for student performance
Student Timing Record Sheet

samples:

List of Addition Combinations
Student Drill sheet, sample.
Sample of times to write on blackboard or chart.

Sample: Addition Facts, Sums ? 10

1+1 = 2	1+5 = 6	1+8 = 9
2+0 = 2	2+4 = 6	2+7 = 9
	3+3 = 6	3+6 = 9
1+2 = 3	4+2 = 6	4+5 = 9
2+1 = 3	5+1 = 6	5+4 = 9
3+0 = 3	6+0 = 6	6+3 = 9
		7+2 = 9
1+3 = 4	1+6 = 7	8+1 = 9
2+2 = 4	2+5 = 7	9+0 = 9
3+1 = 4	3+4 = 7	
4+0 = 4	4=3 = 7	1+9 = 10
	5+2 = 7	2+8 = 10
1+4 = 5	6+1 = 7	3+7 = 10
2+3 = 5	7+0 = 7	4+6 = 10
3+2 = 5		5+5 = 10
4+1 = 5	1+7 = 8	6+4 = 10
5+0 = 5	2+6 = 8	7+3 = 10
	3+5 = 8	8+2 = 10
	4+4 = 8	9+1 = 10
	5+3 = 8	10+0 = 10
	6+2 = 8	
	7+1 = 8	
	8+0 = 8	

mple: Student Drill & Practice Sheet

Sheet 2

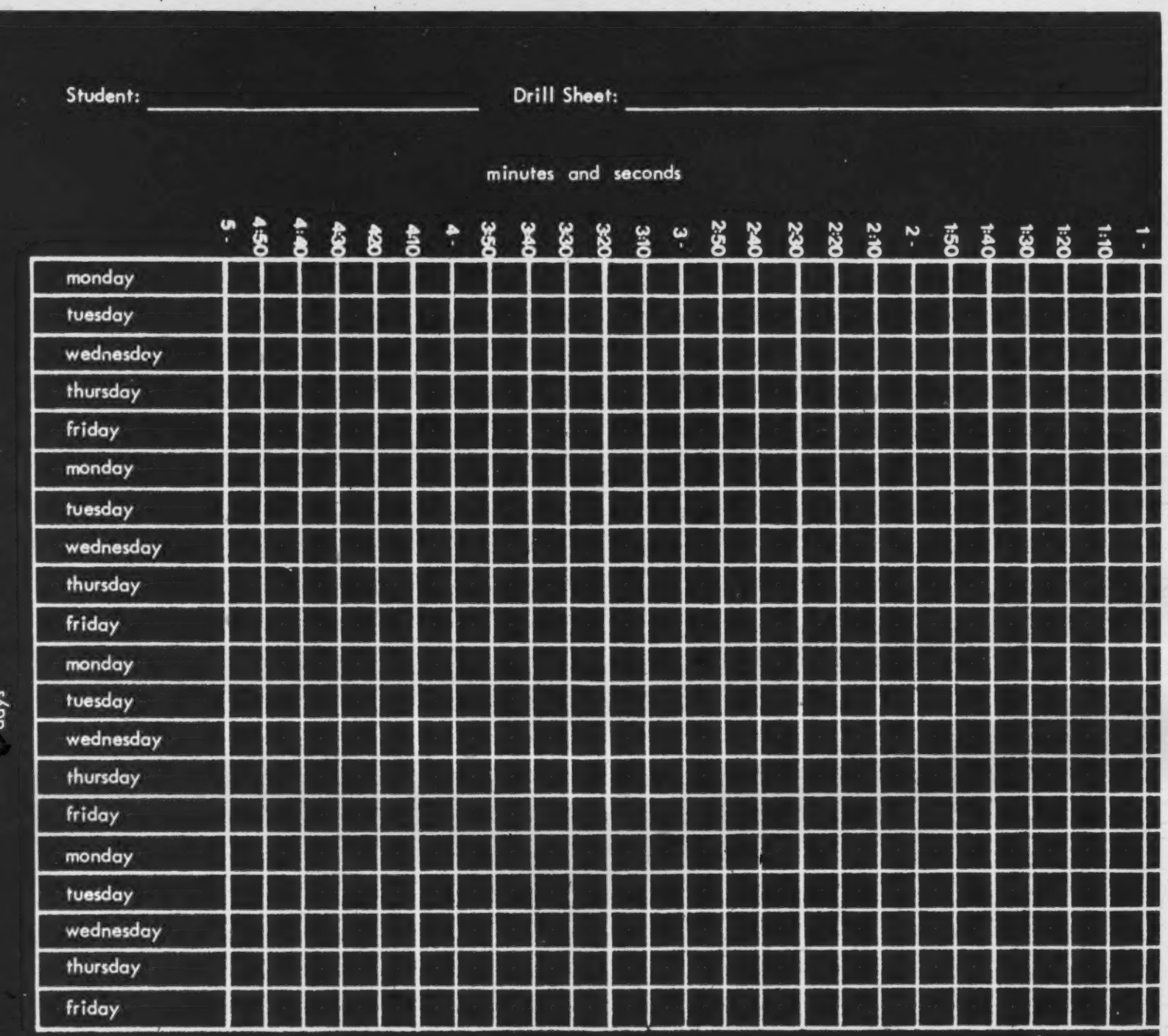
ADD

2+7 = ____	8+2 = ____
1+2 = ____	2+2 = ____
5+1 = ____	6+2 = ____
3+2 = ____	1+5 = ____
1+4 = ____	4+2 = ____
7+0 = ____	5+2 = ____
4+3 = ____	1+6 = ____
9+1 = ____	1+7 = ____
1+3 = ____	4+0 = ____
9+0 = ____	3+6 = ____
3+3 = ____	2+6 = ____
2+0 = ____	3+4 = ____
4+1 = ____	6+3 = ____
6+0 = ____	4+4 = ____
4+6 = ____	8+0 = ____
4+5 = ____	2+1 = ____
6+4 = ____	1+9 = ____
10+0 = ____	7+3 = ____

Sample: Times for Board or Chart

1:00	4:00
1:10	4:10
1:20	4:20
1:30	4:30
1:40	4:40
1:50	4:50
2:00	5:00
2:10	
2:20	
2:30	
2:40	
2:50	
3:00	
3:10	
3:20	
3:30	
3:40	
3:50	

Student: _____ Drill Sheet: _____



title/source

A ONE MINUTE
STORY GAME

Anita M. Foxworth

abstract

Because getting students to write creatively can be a problem, I use a series of creative writing activities which seem to make the task less arduous and more fun. One successful activity involves having students write for one minute; then they select another student to continue their story. The 10th student, writing for one minute, concludes the story.

preparation:

Set up space at the blackboard with chalk and eraser; or
large chart paper with magic markers.

procedures:

1. Introduce the activity and playing rules to students. (i.e. Today we're going to play the One Minute Story Game. As you know, the rules are cheering, but not jeering...)

2. Select the first student. Tell students not to begin writing until you say "go", and to stop when you say "stop". Each student gets only one minute to write all s/he can and must stop at the end of one minute, even if in the middle of a sentence.

3. When the first student finishes, s/he calls the next student to the board. That student must continue the story from the point at which the previous student finished. Again, the student writes for one minute only.

4. Continue until all students have had an opportunity to write for 1'. The last student must write the conclusion of the story.

monitoring:

Instruct student to watch the board carefully while other students are writing; they need to be thinking of what they might write should they be called on next .

materials:

Blackboard and chalk or
Chart paper and markers

title/source

HENDERSON'S READING
MASTERY PROGRAM

Dee Simmons

abstract

Using procedures recommended in Henderson's Reading Mastery Program, I give students lessons and pass them from one lesson to the next according to accuracy and rate of response. I follow the directions fairly closely and keep careful records of all student progress - reinforcing them when they improve from one day to the next or move from one less to another.

preparation:

The easiest way to understand this system is to read the teacher's manual of Henderson's Reading Mastery Program. (A source reference listing is enclosed in this manual).

procedures:

1. Using guidelines suggested in the Henderson Manual, determine the appropriate placement for each student.
2. Fill out daily assignment sheets for each student.
3. Follow the monitoring/measurement procedures recommended in the teacher's manual each day, time and pass each student on lessons according to suggested criteria.

4. Reinforce students on a daily basis whenever they improve from previous performance.

monitoring:

Keep track of each child's progress. Be sure records are kept up-to-date and are accurate. Pass students on to the next lesson when mastery of any one level is met.

materials:

Henderson's Reading Mastery Program
Mastery Programs Ltd.
P.O. Box 90
Logan, Utah 84321

title/source

MONITORING THE ACQUISITION OF READING VOCABULARY WORDS

Stephanie Malmquist

abstract

In order to keep an accurate account of words students can say fluently, I divide all reading vocabulary words into lists and make a probe for each list. Every day students study the list, and take a one minute timing on a specific vocabulary probe. I keep the data and move children on to new probes as they demonstrate proficiency.

preparation:

Identify the vocabulary you want students to master. Divide the words into appropriate lists and make a probe sheet for each list. Set mastery criteria for each probe sheet.

procedures:

1. Ask the student to complete practice activities or programs you have designed for instruction.
2. Give the student a one minute timing on the words. As the student reads the words, note errors so that you can provide corrective feedback, afterward.

monitoring:

Keep a daily data recording sheet and chart. Mark the desired aim or mastery criteria on the chart. Each day, enter data on the chart. If you find the student is making consistent progress towards the aim, make program modifications or change strategies. When a student meets the aim, reinforce the student and move on to the next probe or list of words.

materials:

Self-made probe sheet of reading words.
Daily data sheets.
Charts.

title/source

INCREASING WORD RECOGNITION USING EDMARK SIGHT WORD READING PROGRAM PROCEDURES

Doris Homan

abstract

Because our district uses the Grolier Reading Program, I devised a set of sure-fire procedures which help handicapped learners in my class learn words presented in each lesson. Since I found procedures in the Edmark Sight-Word Reading Program to be very effective in teaching word recognition, I slightly modified the Edmark instructional procedures and use these procedures with the phonic and sight words of the Grolier Program.

preparation:

Using the Grolier Reading Program (or the reading program used in your district) identify all new words - sight words and phonetically regular words. Divide the words into lists - based on units in which they are presented or on level of difficulty.

Then, following the procedures recommended in the Edmark Sight Reading Program, make a "direction book" and "phrase book" pertinent to the words. You may also want to make picture cards as suggested in Edmark.

procedures:

1. Assess student performance, determining known and unknown words.
2. Teach directly to unknown words using the phrase books and other direct instructional procedures. (See Edmark's Teacher's Guide).
3. Take a periodic one-minute sample of the student's ability to say the words.

monitoring:

Administer maintenance checks periodically to check retention.

materials:

Teacher's Guide, Edmark Sight Word Reading Program
TMI Grolier Program (or your district's book)
Picture cards
Folder for each student containing necessary materials for instruction
Phrase Books
Direction Books

title/source

SEE, SAY AND WRITE
1, 2, 3 and 4 LETTER
PHONOGRAMS

Sandra K. Carr

abstract

"See, say and write phonograms" is a two-part instructional program covering both acquisition of skills and skill-mastery (proficiency). I divided 1, 2, 3 and 4 letter phonograms into six levels and entered each level on a master chart. Children "star" levels when they say each phonogram-level correctly. After "starring a level", they continue to practice phonograms orally and written until they become proficient.

preparation:

Before you begin, separate phonograms into levels and list them on a master chart (see attachment). Next, make a skill-assessment sheet for each group of phonograms. It's best to have a set for both oral and written responses (see attachments). Also, prepare the materials you will use to teach the phonograms such as flash cards, drill sheets, audio tapes, language master cards, etc. Lastly, assess each student's ability to say and/or recognize all the phonograms in each grouping. Teach to specific needs!

procedures:

1. Instruct to each phonogram you want the student to learn through boardwork and seatwork.
2. Daily, or nearly daily, take a one-minute sample of performance. When a child reaches 80 correct and zero errors on one group of letters, move on to the next group. (A see-to-say activity).

You can also take timings on a child's "write phonogram rate" by using the form attached or a modification of it. (I usually expect at least 60 correct/0 errors on writing letters).

monitoring:

Implement periodic review by asking children to say sounds from all groups mastered. Record this information. Reteach errors.

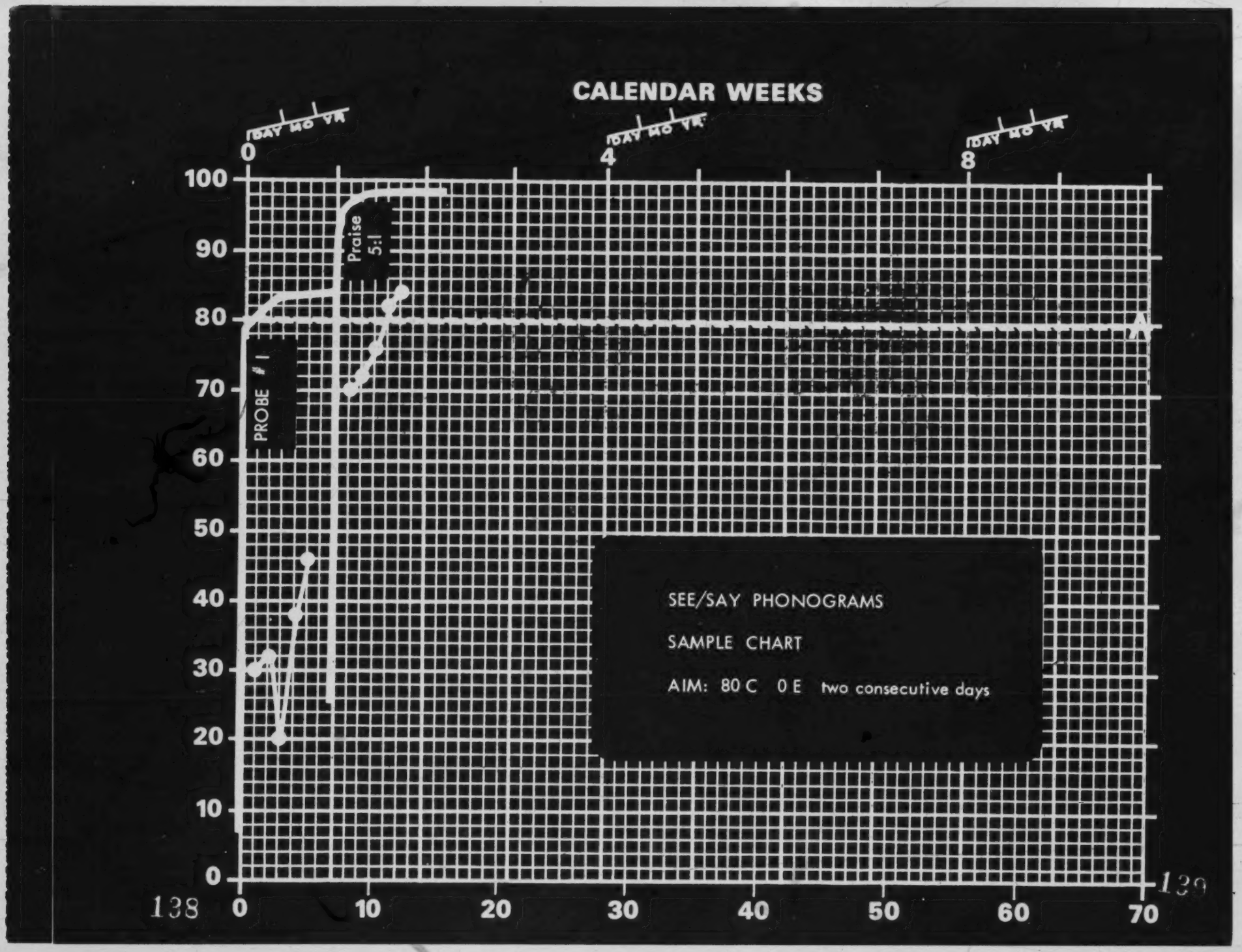
Plan generalization and transfer programs by scheduling fun and different activities such as copying words from newspapers for one or two minutes or underlining known phonograms.

materials:

Master phonogram sheet
Flash cards
Probes for each set of phonograms
Graph paper
And a recommendation to read, "The Writing Road to Reading" by Romalda Bishop Spaulding ($7.95 Idaho Book and School Supply).

samples:

Phonogram Probe - for reading sounds
Phonogram Probe - for writing phonograms
Group Data Sheet
Sample Chart


CALENDAR WEEKS
DAY MO YR
0
4
8
100
90
80
70
60
50
40
30
20
10
0
Praise 5:1
PROBE #1
A
SEE/SAY PHONOGRAMS
SAMPLE CHART
AIM: 80 C 0 E two consecutive days
0
10
20
30
40
50
60
70

PHONOGRAM PROBE

a	g	qu	f	o	d	s	c	f	16
o	qu	d	c	s	a	g	d	o	34
f	g	c	qu	d	o	a	c	s	51
qu	f	a	s	d	a	o	g	c	69
g	c	s	o	qu	f	d	a	g	86
a	s	f	d	s	g	qu	d	o	102
qu	g	o	a	s	d	o	f	c	120
s	f	c	d	o	a	qu	g	d	136
a	o	s	d	c	f	g	qu	c	153
d	s	o	g	qu	d	a	f	c	169

GROUP DATA SHEET pupils: group	1 a c d f g o s q u	2 b e h i j k l m n p r t u v w x y z	3 er ir ur wor ear th sh ay ee	4 ai ow ou oy oi aw au ew ch	5 ui ng oo ea ar ck ed or wh oa	6 ey si ci eigh kn gn wr ph dge oe gh ti ough

SAMPLE PROBE

name _____ date _____ time ___ corrects __ errors _

a	a	a	a	a	a	a	a	a	a	a	a	a	a	a

title/source

TEACHING SIGHT WORDS

SCAT

abstract

Because sight words form an essential part of a student's reading vocabulary, I set up a program using the top 50 high-frequency words from the American Heritage word lists. Using direct and daily drills on unknown words during acquisition, and daily practice on all words to establish fluency, my beginning readers quickly acquire vocabularies.

preparation:

(Because there are actually more than fifty words on the American Heritage High-frequency Word List*, I waded through the list, and crossed out all the easily-decodable words, until I found 50 "sight" words.) Duplicate the word list for each of your students. Next, make flash cards of the words. Duplicate student record sheets, and get charts to use for recording student progress. Schedule a short time each day to work on these "sight" words.

1. Pretest each student on the list, sorting words into "known" and "unknown" piles. Record known and unknown words on a list.

2. From the unknown words, make a "Words to Learn" list, dividing words into sets of from 2-6 words (try to vary amounts for different children).

3. Using the "Words to learn" list, provide daily teaching and drill. Take some time each day or nearly every day, to briefly review all "Known Words".

4. When all words become known, have the student practice all these words working toward a rate of 80 correct with 0 errors per minute.

monitoring:

Use a flowing list (see entry in this manual).

materials:

Word lists (known and unknown)
Data Sheet
Chart

samples:

50 High-frequency "sight" word list

*see reference section

AMERICAN HERITAGE WORD FREQUENCY LIST: TOP 50 FREQUENCY WORDS
(Non-phonetically regular words only)

a
about
all
are

be
by

do

each

for
from

have
he
her
how

I

many

of
one
or
out

said
she
some

the
their
there
they
to

was
we
were
what

you
your

title/source

"A LETTER A WEEK": REGULAR KINDERGARTEN STRATEGIES MODIFIED FOR EXCEPTIONAL CHILDREN

Rebecca Stymelski

abstract

I found that by selecting one letter a week and designing a multitude of classromm activities around that letter, my students acquire letter names rapidly. While I utilize "A Letter a Week" with an entire class of kindergarteners, special educators may find the strategy useful in teaching an exceptional child.

preparation:

Order the letters of the alphabet in the sequence you wish to teach. Then, identify formal or informal classroom activities revolving around a selected letter each week. Brainstorm until you come-up with games, art projects, outdoor experiences and direct drill or practice. Then, draw each letter on a 12" x 24" sheet of paper. Use this as the center focus of your activities.

procedures:

1. Write a note to parents explaining the "A Letter A Week" program and let them know each week's letter. They can help children with home activities.
2. Pin the "Letter of the Week" (the 12" x 24" masterpiece) to the bulletin board.
3. Talk about the letter at least once a day. Plan activities that revolve around the letter. Use your imagination!
4. Here are a few ideas for "A Letter A Week" activities. Students listen to a phonics tape and signal each time they hear the sound; view a film strip and signal each time they see a picture that begins with the sound; have students find pictures at home and pin them to the letter on the bulletin board; plan art activities which involve the letter of the week.

monitoring:

Informally check each student's ability to identify or recognize the letter, or the letter sound. When necessary, schedule extra practice for kids having a hard time -- maybe some reinforcing activities at home, too!

materials:

This is the best part - no expensive materials to buy. Use things you have or can create like dittos on alphabet printing, or dot-to-dot dittos, a card file with pictures of each letter, film strips and cassettes, or phonic practice tapes.

title/source

ADD-A-WORD
SPELLING PROGRAM

C. A. McGuigan

abstract

After determining which words a student cannot spell, I use a flowing list procedure to check spelling performance. Students master words through (1) drill on errors, (2) daily assessment, and (3) daily feedback. The program allows students to work each day with the number of words appropriate to individual learning ability, to work on unknown words, and to see success as words are eliminated from the list, and through cumulative charting of words learned to criteria.

preparation:

Select a word list. You may want to use the Add-a-word materials, words from your speller, spelling demons, or survival, life-skill words.
Assess student performance to determine known and unknown words.
Enter error words on a daily data sheet. (See sample).
Determine the number of words a learner can practice and learn each day. After 10 minutes of practice, a learner should spell 50% of the words correctly.

procedures:

1. Each day, give the student a list of words to practice for 10 minutes (the number of words on the list determined above). Use a copy, cover and compare method for practice (See sample).
2. Each day, assess student performance by asking the student to write or orally spell the words on the list. The program can be nearly teacher-independent if words are recorded on language master cards. Number code words and language master cards so that when students have completed practice, they can pull appropriate language master cards (by number) and take the test. Another procedure would be to have peers who have demonstrated knowledge of the words on the list give the tests each day.
3. Score words, and mark the daily data sheet for correct "C", and errors "X".
4. When a word is learned to criteria (two consecutive days spelled correctly) drop the word from the list and add a new word.
5. Use a cumulative chart to show student

monitoring:

Check maintenance every 7th day by taking a random sample of words learned to criteria, and asking the student to write or orally spell each. Error words should be re-entered on the test list, and studied just as any other word.

materials:

Word list
Daily data sheet
Cumulative chart

samples:

The Add-a-Word Spelling Program is available through the Experimental Education Unit, University of Washington, Seattle, Washington 98195

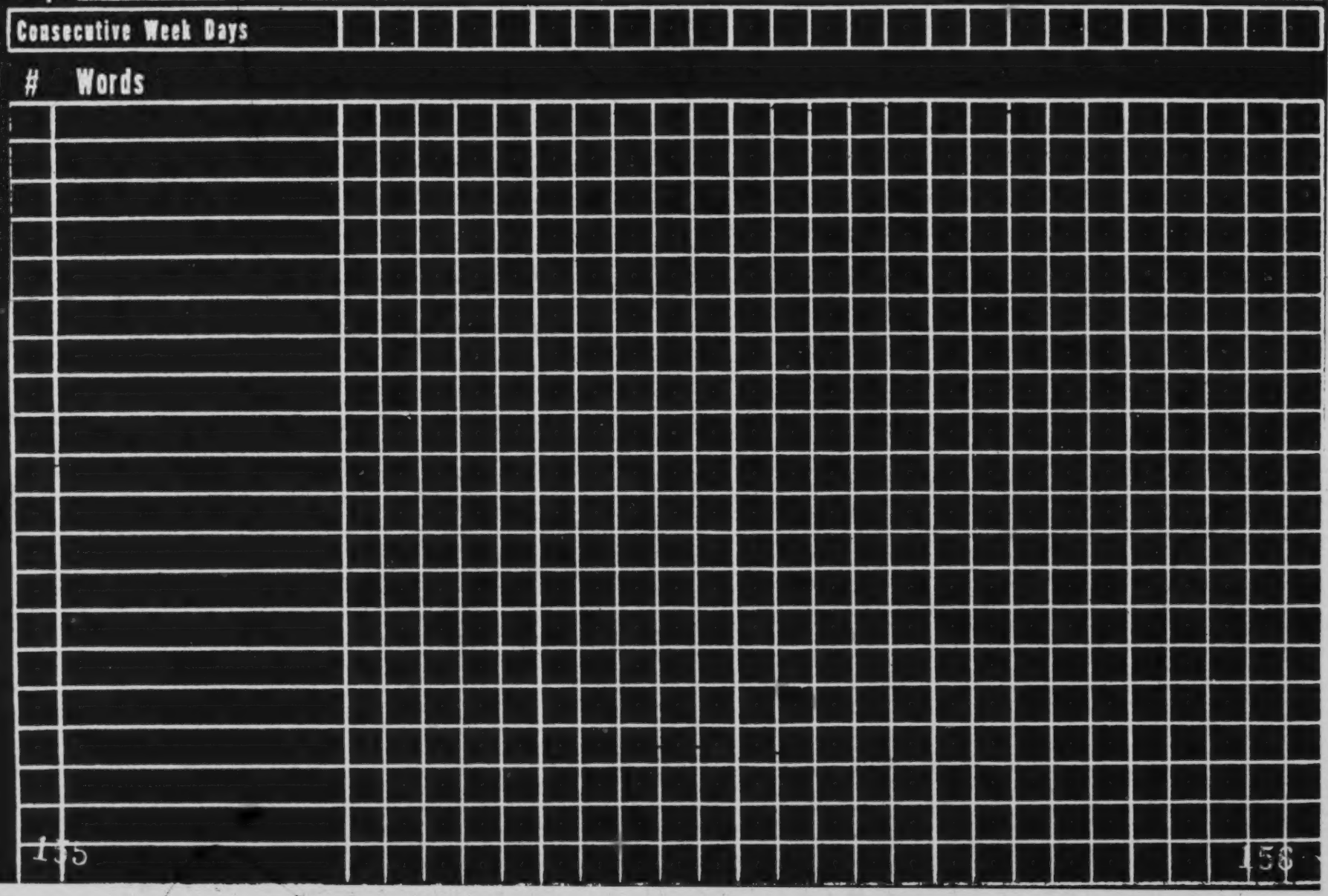
DAILY PRACTIC SHEET

NAME _____ DATE _____

	WORD	COPY THE WORD	LOOK AT THE WORD/ FOLD THE PAPER/WRITE THE WORD	COMPARE PUT A STAR ON THE LINE IF YOU SPELLED THE WORD CORRECTLY

Daily Data Sheet

Pupil _____



DAILY ASSESSMENT FORM

NAME _____ DATE

ON THE LINE, WRITE THE WORDS AS I SAY THEM:

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Put a star by all the words you spelled correctly *.

Put a circle around the words you mastered (spelled correctly on two consecutive days 0).

Extra practice: Practice the words you missed by writing them once below:

_____

_____

_____

_____

_____

title/source

WHAT WAS THAT YOU SAID?
A LITTLE FEEDBACK, PLEASE!

SCAT

abstract

I know we all function better when someone tells us how we're doing -- both what we're doing right and what we need to change. I found that working with kids demands the same kind of information. In doing their work, my students rely on positive feedback for the things they do right and corrective feedback for the things they need to change. Increasing my feedback to students has increased their output!

preparation:

Think of and list all the ways in which you can give verbal or non-verbal feedback to a child. A smile? A gentle word or a cue to change something? Demonstration of a correct response?

procedures:

1. Make a chart (see attachment) containing the names of your students, their instructional programs and a place for you to mark opportunities for reinforcement, and types of feedback (positive feedback or correctional feedback--telling the student the correct answer).
2. Select a child and an instructional program and during that program, provide at least 15 rounds of positive feedback and when necessary, corrective feedback to help the learner along the way.

monitoring:

Using the feedback sheet attached or a modification of it, record the number of times you ask the student to respond and the number of times you provide positive or corrective feedback. (Remember, you can be positive when providing corrective feedback!) Calculate the percentage of time you gave feedback in relationship to the number of opportunities the learner had to respond. And--try to get your percentage up to about 75%. And my, will you be nice to be around!!

After you feel comfortable, try the procedures with more than one child.

materials:

Feedback check sheet.

samples:

Feedback Check Sheet

FEEDBACK CHECKSHEET – HOW'RE YOU DOING?

student	program	# of opportunities for st. response	#positive fdback.	#correction fdback.

title/source

PRACTICE MAKES PERFECT
(OR AT LEAST BETTER)

SCAT

abstract

Because I believe direct drill toward errors is the fastest way to help students learn, I utilize practice procedures which include: 1) identifying errors; 2) telling or showing students correct responses and 3) providing students with opportunities to practice correct responses. I use one practice sheet which can be modified for practice on math, reading, spelling, etc.

preparation:

For each of the skills you teach (reading, math, etc.) list practice activities you feel are appropriate. For example, in reading, practice might be to read a list of error words 4 times, or to write, spell and read error words as many times as possible in 2 minutes. List all the kinds of practice students might be asked to do.

Make practice sheets which include the practice activities you have listed. (Include write, say and write and say)

procedures:

1. Each day, make up a practice sheet. Use error items from the preceding day.
2. Write on the practice sheet the number of times you expect the child to practice the items.
3. Demonstrate the practice procedure.

4. Have the student try the practice procedure.

monitoring:

When a child has finished, ask to see the completed practice sheet. Turn the sheet over and write the target items (words, problems). Ask the student to work the problem, read the word, etc.

Be generous with feedback--both positive and corrective--and this will become an appreciated part of your day!

materials:

Practice Sheet

samples:

Practice Sheet

I will practice ___ times

☐ say ☐ write ☐ write and say

title/source

ALTERNATIVE TASKS FOR
FOREVER-WAITING STUDENTS

SCAT

abstract

By designing alternative tasks for students who are waiting for help or instruction, I use valuable class time and avoid needless run-ins with misbehavior. Students learn how to productively use extra minutes during the school day, and both my students and I benefit from the results.

preparation:

Design several alternative tasks and prepare materials needed for each. Then, explain alternatives to your students, including what the tasks are, when and how to use them. Prepare a signal they can display when they are waiting for help and explain to them how they are to use the signal.

procedures:

1. Declare a start day and have your students try alternative tasks when they are waiting for help.
2. When students have to wait, have them display their "waiting signal", and then begin an alternative task.
3. Reinforce students for doing alternative tasks appropriately.

monitoring:

Check yourself. Are you paying-off those who move to alternative tasks? Are you responding only to those who have indicated they need help by signaling?

materials:

Signals for students
List of alternative tasks - either for the group or for each individual student.

samples:

Alternatives....Samples

ALTERNATIVES...SAMPLES

Alternatives for reading group waiting to begin:

1. Read list of words on the board.
2. Read and spell a list of "special words".
3. Read yesterday's story.

Alternatives for individual students working independently:

1. Practice word list/word cards.
2. Practice writing the alphabet as fast and carefully as possible.
3. Practice writing numbers by twos, threes, fours, fives or tens.
4. Practice writing numbers backward by twos, fives, tens.
5. Practice writing spelling words.
6. Write, spell, and read vocabulary words.

Alternatives for students waiting for explanation of a workbook page or worksheet:

1. Underline all the words on the page that begin with b, or m, or s (any letter).
2. Mark all the words that have two syllables.
3. Mark all the words with short vowels.

Alternatives for students waiting in line:

1. count by twos, fours, fives, tens, etc.
2. Name all the words you can that begin with a certain letter (f, p, r).
3. Practice reading words list (posted by the door).

MAKING SIGNALS: There are several ways to make signals... here's one. Use triangular name cards: Students stand the card on end when they need help, set it down in the regular way while they are working.

Working

Needs help

title/source

DISCRIMINATING, ORGANIZING
AND FILING MATERIALS OR
WHAT TO DO WITH 3,429 WORKSHEETS

SCAT

abstract

I began organizing my classroom by separating all my instructional materials by subject area. For each subject area, I identified a teaching sequence, made a list of skills, and coded each skill step. Then I looked through all my materials -- page-by-page, worksheet-by worksheet, very carefully sorting "usable materials" from "non-usable materials". I coded each "usable material" with the code matching the appropriate sequence step.

preparation:

After selecting (and coding) a sequence of skills for reading and/or math, gather all the worksheets, workbooks, etc. you have on hand. Tear the workbook pages out of the workbook. Using the sequence of skills selected; label each "usable material"by skill or skill-code. Throw out "non-usable materials" (like sheets which contain too many skills per page, have a confusing format or ask students to do something you think is not worth the time). File the materials by skill.

procedures:

1. As you write daily lesson plans or make assignments, pull the file for the skill each student is working on--and select appropriate and related worksheets from the file.

2. As you acquire new worksheets, code them, label them, and file them appropriateiy.

monitoring:

Keep a running list of the skill-pages each student has already completed. This will prevent you from re-assigning sheets students have already completed.

materials:

Skill sequence
File folders
File folder labels
Workbooks, worksheets and skill pages
Recording sheets for students

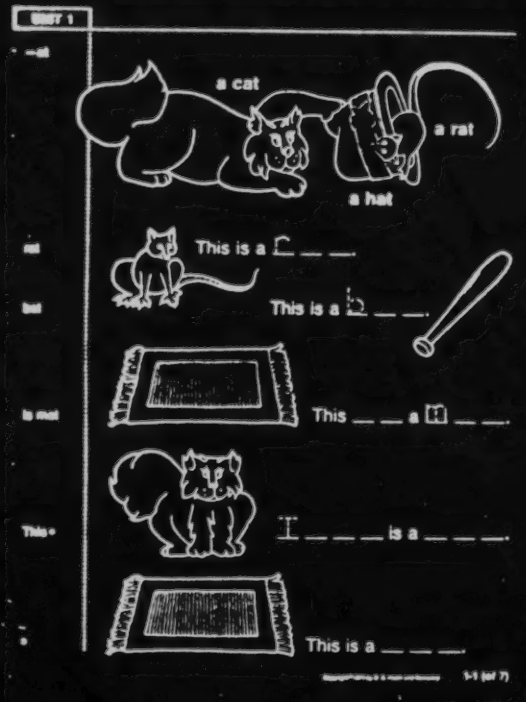
samples:

Sample skill sequence
Sample workbook pages, coded
Recording Sheet for Materials Used

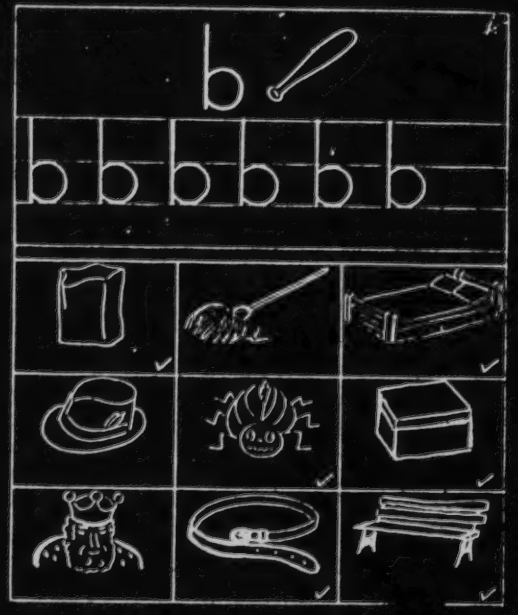
SAMPLE: READING SKILL SEQUENCE FOR CODING WORK PAGES

CODE:	SKILL:
LN	Letter Names
Cons.	Consonant Sounds
Sh. V.	Short Vowels
CVC	CVC Words
BL	Blends
GR.	Digraphs
REV # 1	REVIEW: All above skills
L. Vow.	Long vowels/words: long a as CVCE, ai, ay
	Long i as CVCE, ight, y
	Long o as CVCE, oa
	Long u as CVCE
	Long e as e e, ea
REV. # 2	REVIEW: All above skills
Contr.	Contractions

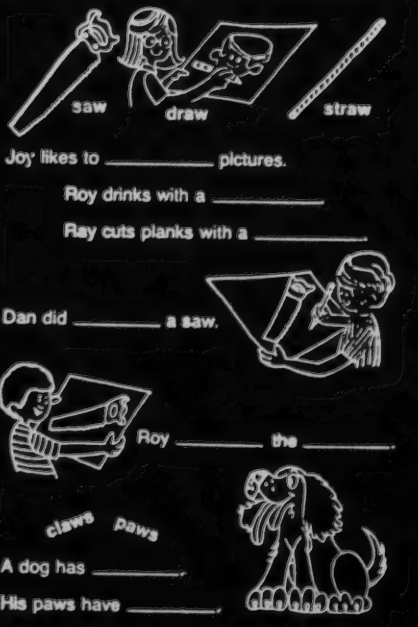
CODE:	SKILL:
R-Con	R-controlled vowels (-ar, -air, -er, -or, -ur, -ir)
Vow. Var.	Vowel variants: oi, oy ou, ow aw, al oo, oo
Con. Var.	Consonant variants: silent letters kn, wr, mb soft and hard c and g two sounds for s/s/z/
REV. # 3	REVIEW: All above skills
END.	Endings: plurals, -s, -es ending - ed, -ing endings -er, est
CMPD	Compound Words
Pre-Suf	Prefixes, Suffixes
Multi.	Multi-syllable words
Rev. # 4	REVIEW: All above skills



Coded as: Sh. V. for
Short Vowel - ă



Coded as: Cons. for
Consonants - /b/



Coded as: Vow. Var. for
Vowel Variants - aw

PUPIL_____

OBJECTIVES	MATERIALS

title/source

MAKING MATERIALS

Marta Bennett

abstract

When I can't find or purchase a commercial material to fit my needs, I make materials. Basically, I use two kinds: Games and Manipulative materials. Games are generally designed for 2 - 4 students while most manipulative materials are used by one student at a time.

preparation:

Put on your creative thinking hat. Write down good ideas for games or materials as you think of them. Then --scavenge around for containers, egg cartons, trays and parts of old games. It will also be easier to put your ideas to work if you keep a supply of tag board, construction paper, magic markers, crayons, glue, old workbooks, old books, word lists, magazines, etc.

procedures:

1. When a specific need, but no appropriate material exists, begin constructing the material by identifying the specific need and the behavior you are trying to increase.
2. Plan a game or material which would meet your need
3. Locate needed materials.
4. Make the game, using guidelines for the construction and evaluation of teacher-made materials (attached).
5. When possible, laminate the game.
6. Introduce the game, materials and rules to students before asking them to play.
7. Label newly-constructed materials and games by skill.

materials:

Guidelines for construction and evaluation of teacher made materials.

samples:

Guidelines for construction and evaluation of teacher-made materials.

GUIDELINES FOR MAKING OR SELECTING INSTRUCTIONAL MATERIALS

YES	NO	
		1. Is the material self-correcting or easy for the teacher to spot-check?
		2. Do materials teach what the objectives say they will teach?
		3. How many skills does the material teach?
		4. Do the students enjoy using the material?
		5. Does the time it takes to play the game or do the activity match the time the students are at the center?
		6. Can the activity or game be done without constant teacher supervision?
		7. Is the game or activity success oriented?
		8. Does the game enable all children playing a chance to participate?
		9. Do both loser and winner learn from the game?
		10. If necessary, is the game or activity multi-level?
		11. Does the game incorporate both skill and luck?

title/source

HOW ARE YOU DOING ON THOSE POSITIVES?
TECHNIQUES FOR INCREASING POSITIVE INTERACTIONS WITHIN THE CLASSROOM

SCAT

abstract

Creating a positive classroom environment seems to make a big difference in how children perform, how highly they are motivated and how hard they work. Because I believe teachers are the single-most responsible agent in creating a positive environment, I think positive statements can greatly affect student performance. By counting and recording my own positive statements, I have gradually increased my own positive behavior.

preparation:

Think of all the ways you can be positive. Think of all the things you can be positive about. Then, devise a simple method of counting your positives throughout each day. Try marking your count on a piece of masking tape taped to your wrist...then, at the end of the day record your score and throw the tape away.

procedures:

1. Each time you say something positive about a student, or a student's work, mark or tally your positive in some way.

2. Count the total number of positives you have each day.

3. Try to meet or beat your positive rate every day...either meet your rate for the preceeding day, or beat it.

monitoring:

Keep a record of the number of positives you have each day. Try always to keep your rate above--preferrable 50-100.

materials:

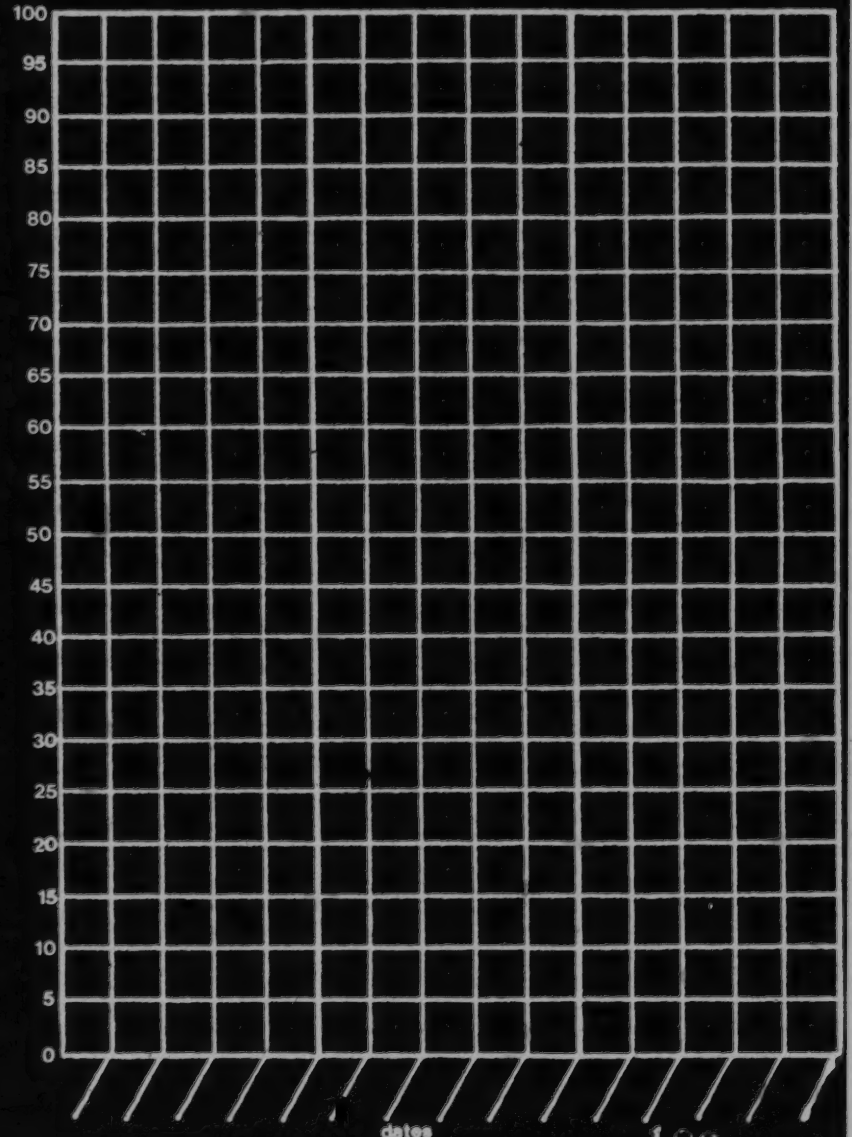
Record sheet
Chart (optional)

samples:

Daily recording sheet
Chart

Samples: Daily Recording Sheet & Chart

YOU BET I CAN !	
date	# of positives



title/source

ESTABLISHING AND UTILIZING
A CLASSROOM BEHAVIOR CODE

Caroline S. McKay
and
Dee Simmons

abstract

When possible, I try to establish a classroom behavior code with my students. (Seems to me, it's BOTH our responsibilities!) First we decide on appropriate classroom behaviors and then place a value on their occurrence by awarding each behavior or set of behaviors a number of points (i.e., completion of the reading assignment equals 20 points). Students keep track of the number of points they earn and can save or spend them on Friday.

preparation:

With your students, identify behaviors you would like to see more frequently in the classroom (both social and academic behaviors). Then, determine a point value for each behavior. Post a list of behaviors and points.

Show students how to record their daily points on a record form (see sample). Then on Friday, arrange a time when students can "cash-in" points or decide to "carry them over" to the next week.

procedures:

1. Distribute points as contracted.
2. OPTIONAL: Deduct points for misbehavior.
3. Have students determine and record their total earned points just before school is dismissed.
4. Provide students with an opportunity to spend the points they have earned throughthe week (on Friday).

monitoring:

Are students enthused? Working on-task? Completing work? Do they refrain from talking-out or pushing in line? If so, the program is working. If not, make adjustment in the rewards--they may not be "powerful" enough incentives for your students.

materials:

List of behavior points
Record sheets for students
Record sheets for teacher

title/source

USING A POINT SYSTEM TO REINFORCE ON-TASK BEHAVIOR AND MASTERY ACHIEVEMENT

Colleen Long

abstract

I use a 30 minute cassette tape that has 10 beeps on it. I run the tape continuously. If a student is on task when a beep sounds, he is paid a point. Students are also paid for reaching criteria in math and reading. A variety of awards are available which students can purchase with points earned.

preparation:

Set up a point and reward system (keeping in mind, of course, your ever-limited budget). Then locate a cassette recorder and a blank tape. Using a 30 minute tape, record a beep at 10 different intervals. (For a "beep" use a MILD whistle sound, a honk or perhaps 5 seconds classical music!) Lastly, set up weekly paysheets, a list of rewards and how many points each reward costs.

procedures:

1. During class time, play the tape; observe on-task behaviors.
2. Give points to students who are on-task at each beep.
3. Give bonus points for reaching mastery on academic skills.
4. Establish a time and place to redeem points for rewards.

monitoring:

Keep track of individual points earned, saved or spent. If possible, also keep a class list (see attachments).

Note: These procedures are suggested in the Hyrum Henderson Reading and Math Programs. I make modifications and adjustment to meet my own needs.

materials:

List of rewards and cost of each (in points)
Weekly paysheets for each student
Class listing of points earned per day
Tape with beeps

samples:

Class record sheet
Individual student record sheets (2)

POINTS

1.	On task with beeps	10 points
2.	Passing instructional or drill page in required time	5 Points
3.	Passing reading sounds	2 Points
4.	Passing a word list	2 Points
5.	Passing reading paragraph	2 points

BONUS POINTS

6.	Neat readable handwriting	1 Point
7.	Bringing a pencil	1 Point

REINFORCEMENT MENU

1.	Free gym time	500 points
2.	10 minute early dismissal	500 Points
3.	Candy Bar	500 Points
4.	Lemon Drops (one)	100 Points
5.	Super work badge	500 Points
6.	Use listening center	500 Points
7.	Pencil	500 Points
8.	Eraser	500 Points
9.	Helper for one day	500 Points
10.	Work Sections (Out of work books)	500 Points

CRITERIA

	RATE
READING	
Sounds	120 per min.
Words	60 per min.
Sentences	120 words per min.
MATH:	
1st Grade	30 digits per min.
2nd - 4th grade	35 digits per min.
5th - 6th grade	40 digits per min.

Name: _____

WEEKS	1	2	3	4	5	6	7	8
Carry Over								
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								
Total								
Spent								
Left to Carry								

TEACHER RECORD
DAILY RECORD FOR POINTS DEDUCTED

NAMES	Mon	Tues	Wed	Thurs	Fri	NAMES	Mon	Tues	Wed	Thurs	Fri	

PAY SHEET FOR GOOD WORKERS

NAME	ACADEMIC POINTS	
Mon.		Total= Spent= Saved=
Tues.		
Wed.		
Thurs.		
Fri.		

title/source

EARNING AND SPENDING
POINTS IN THE CLASSROOM

I. Bramwell

abstract

To keep track of points earned in the classroom for appropriate behaviors, (on-task work, achieving mastery, etc.) I give each student a point card. Students carry the cards with them all day and regular classroom teachers and I both enter points on the cards according to pre-established contracts. This system is easy, quick and highly motivating for students.

preparation:

For each student, prepare a 3 x 5 index card with the student's name on it.
Set up a point system: Fox example, our points are: blue = 100; red = 50; green = 1,000; pink = 10. (We used colored magic markers and felt-tipped pens to show points earned).
Now, secure something for students to spend the points on! For example:

Listening to record player	50 pts.
Free time outside (5-15")	200 pts.
Balloons	500 pts.
Pencil (colored)	1000 pts.

Then, decide how students earn points.
For example:

100% in spelling	100 pts.
95 - 100% in math	100 pts.
94 - 80% in math	50 pts.
Book reports per book	10 pts.

procedures:

1. Explain the point system to students. Give each student a card.
2. Award points throughout the day as they are earned.
3. Provide opportunities for students to redeem earned points.

monitoring:

Make sure every student has a 3 x 5 card daily.
Keep accurate records of points earned/spent.

materials:

List of ways to spend points
List of ways to earn points
Index cards

title/source

CLASSROOM ORGANIZATION:
USING LEARNING CENTERS

Martie Bronson

abstract

In an effort to maximize teaching and learning opportunities, I use seven learning centers in my classroom. A teacher in the adjacent classroom did the same so that there are a total of 14 different learning centers. Each day, students from both rooms visit each center at least once and complete lessons which have been designed to fit individual needs.

preparation:

Develop curriculums and programs to meet the individual needs of each student in your class; develop learning centers around these subjects. Be sure the learning centers provide appropriate materials for each learner. Centers should contain all the materials (commercial, teacher-made, etc.) needed to complete any student's program.

procedures:

1. Each day set up centers with all pertinent program and program-monitoring materials.
2. Inform students of the daily schedule--who will do what, where and for how long.
3. Monitor each student's activities in each center.

monitoring:

Pre-post check at each learning center
Student evaluations
Parent feedback

materials:

A more detailed description, "A Program for Individualized Instruction Utilizing Learning Centers for the Educable Mentally Handicapped" is available from the author.

title/source

RECORDING AND UTILIZING DAILY DATA

SCAT

abstract

To manage all the daily assessment data I collect, I set up individual student folders which contain a daily data sheet and a chart for each student. Each day, I administer the appropriate assessment and immediately record the results on the data sheet and chart. As soon as this is done, both the student and I analyze the data, deciding whether performance has improved from the previous day.

preparation:

Before you begin collecting daily data, identify appropriate short term objectives for each student. Make a probe or skill-assessment sheet for each short term objective. Be sure the skill-assessment sheet closely matches the short term objective. Put the skill-assessment sheets (probes) in the student folders. Then, determine how you will instruct to the objective, how often you will measure progress toward it, and what level of mastery you expect.

procedures:

1. Each day teach the lesson and give practice; then assess student performance using the probes you put in each student's folder.
2. Enter the score on a raw data sheet and plot the information on a chart. Do this immediately following the daily probe session!
3. Share this information with the student. Discuss whether performance has improved from the previous day.

monitoring:

As long as student performance is improving, (corrects going up, errors going down) keep going. But, when student scores are flat for corrects or accelerating for errors, make a program change.

materials:

Individual student folders
Specific skill-assessment sheets
Daily data sheets
Performance charts

samples:

Data sheets
Charts

STO: _____

_____

Probe #/Name: _____ Length of timing: _____

date	# corrects	#errors	% correct	errors made

Student: _____ Week of: _____ Curr. Area: _____

LTO: STO:	Instructional Programs/Activities/Tasks/Materials	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

PROBES/TIMINGS

Probe/Amt. time:	AIM	#C	#E	#C	#E	#C	#E	#C	#E	#C	#E

SPECIFIC DAILY INSTRUCTION AND RAW DATA SHEET

PUPIL: _____

Coordinate these lessons with procedures, etc., listed on PLAN SHEET #_____.

LESSONS FOR THE WEEK OF _____.

MONDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

TUESDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

WEDNESDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

THURSDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

FRIDAY
Tasks to complete
1.
2.
3.
4.
PROBE #_____, VARIATION_____.

RAW DATA

#correct	#error
Specific errors	

NOTES: (Please date & initial)

Student: _____ Program: _____

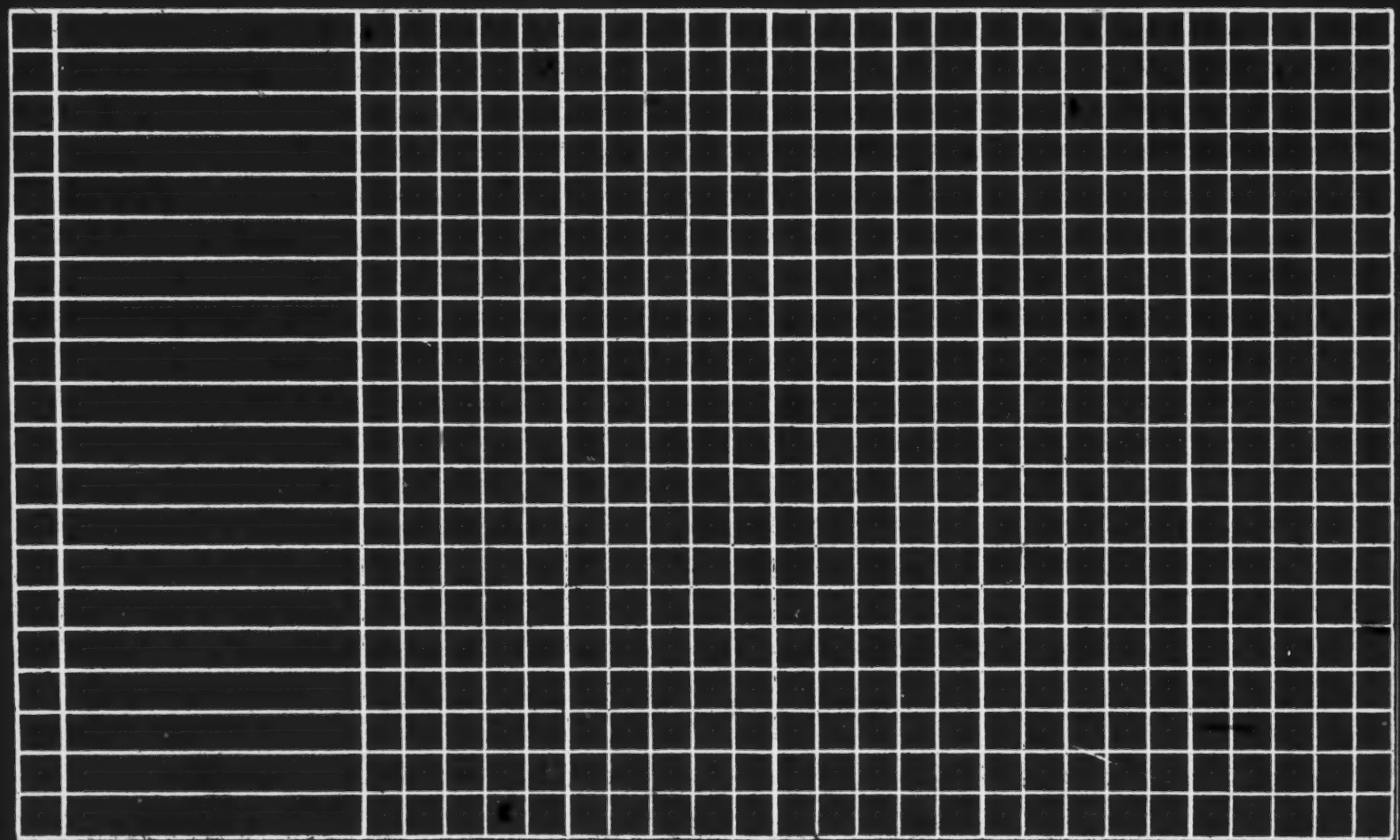
EVENT SHEET SUMMARY

Day	Error	Correct	Time		Plotted	Phase

Daily Data Sheet

Pupil _____

Consecutive Week Days



STUDENT: _____

TASK/BEHAVIOR: _____

_____

CUES (VERBAL/OTHER): _____

_____

DATE	REINFORCER USED	TIME/ CRITERIA	PHASE/STEP	PERCENT CORRECT	TRIALS 1 2 3 4 5 6 7 8 9 10	COMMENTS

Name _____ Program _____

Phase _____

Procedure _____

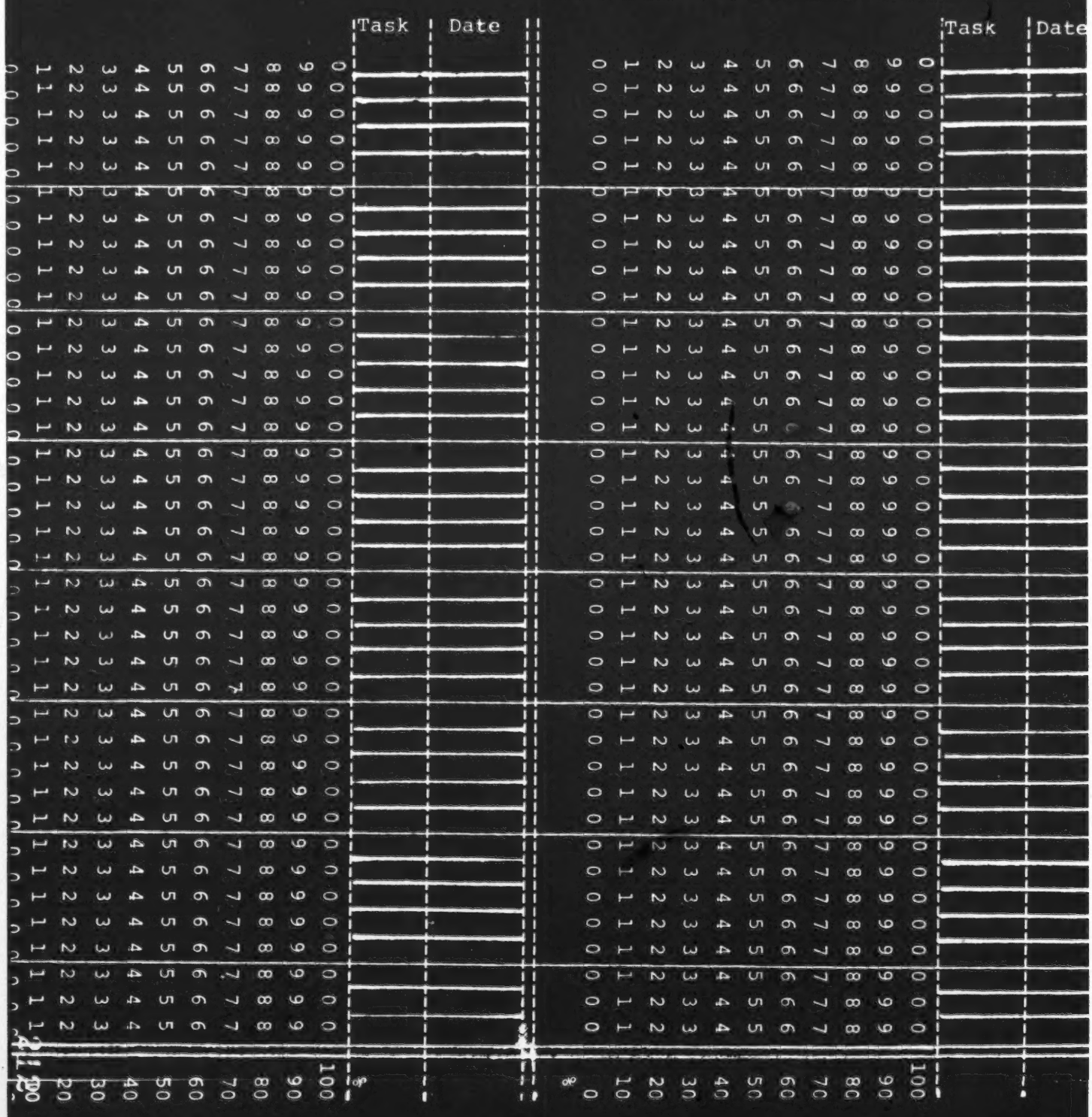
_____

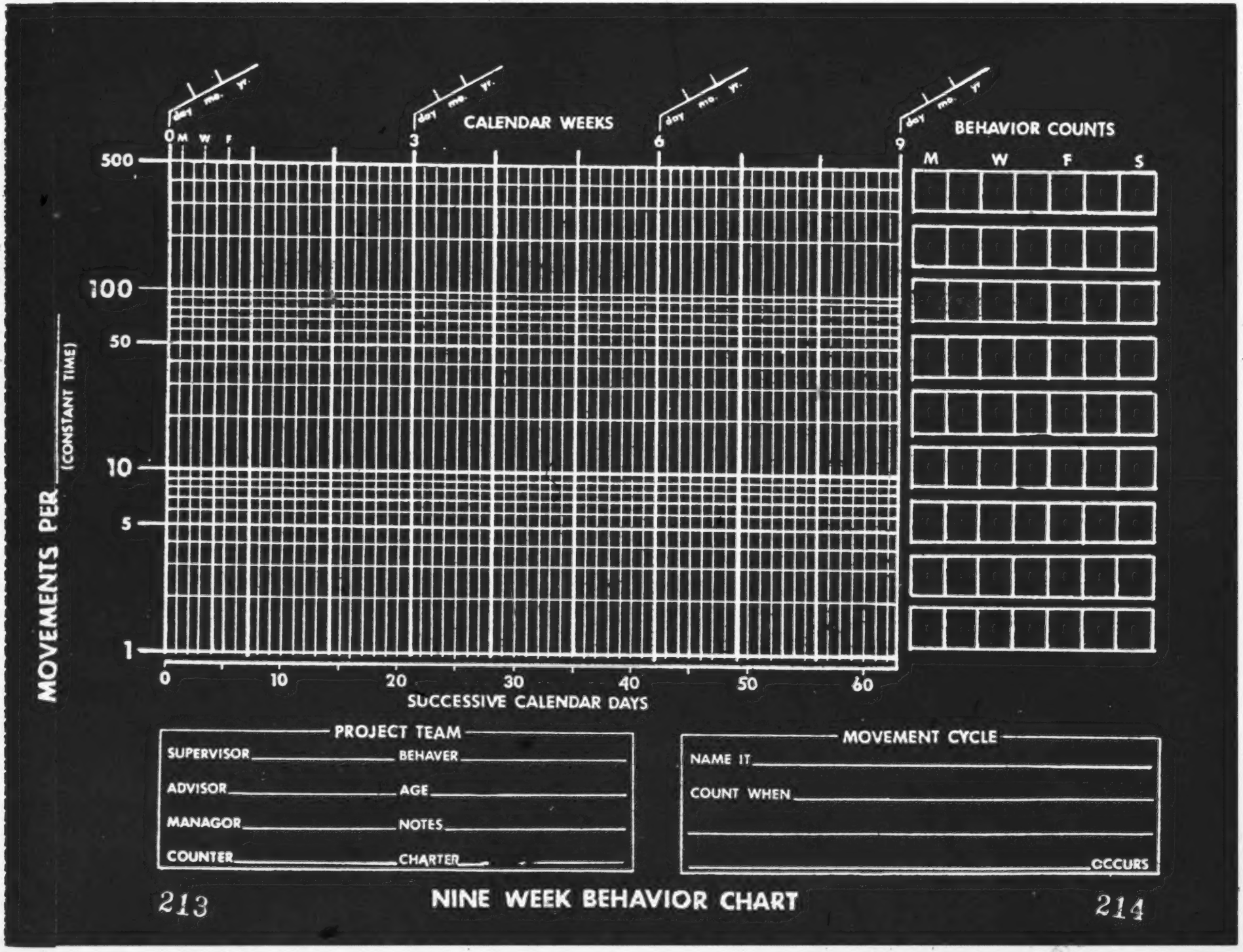
_____

Consequences _____

_____

_____

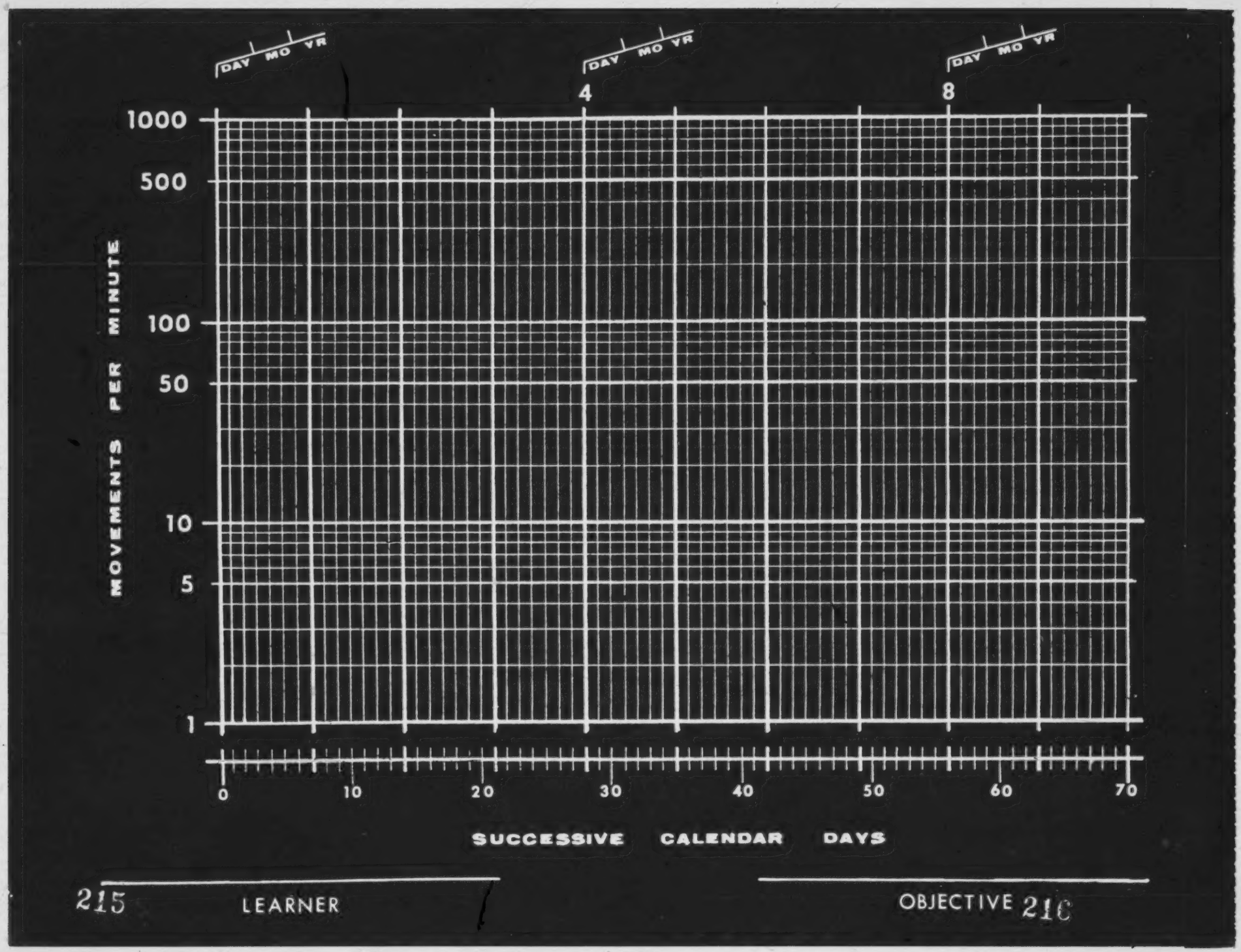




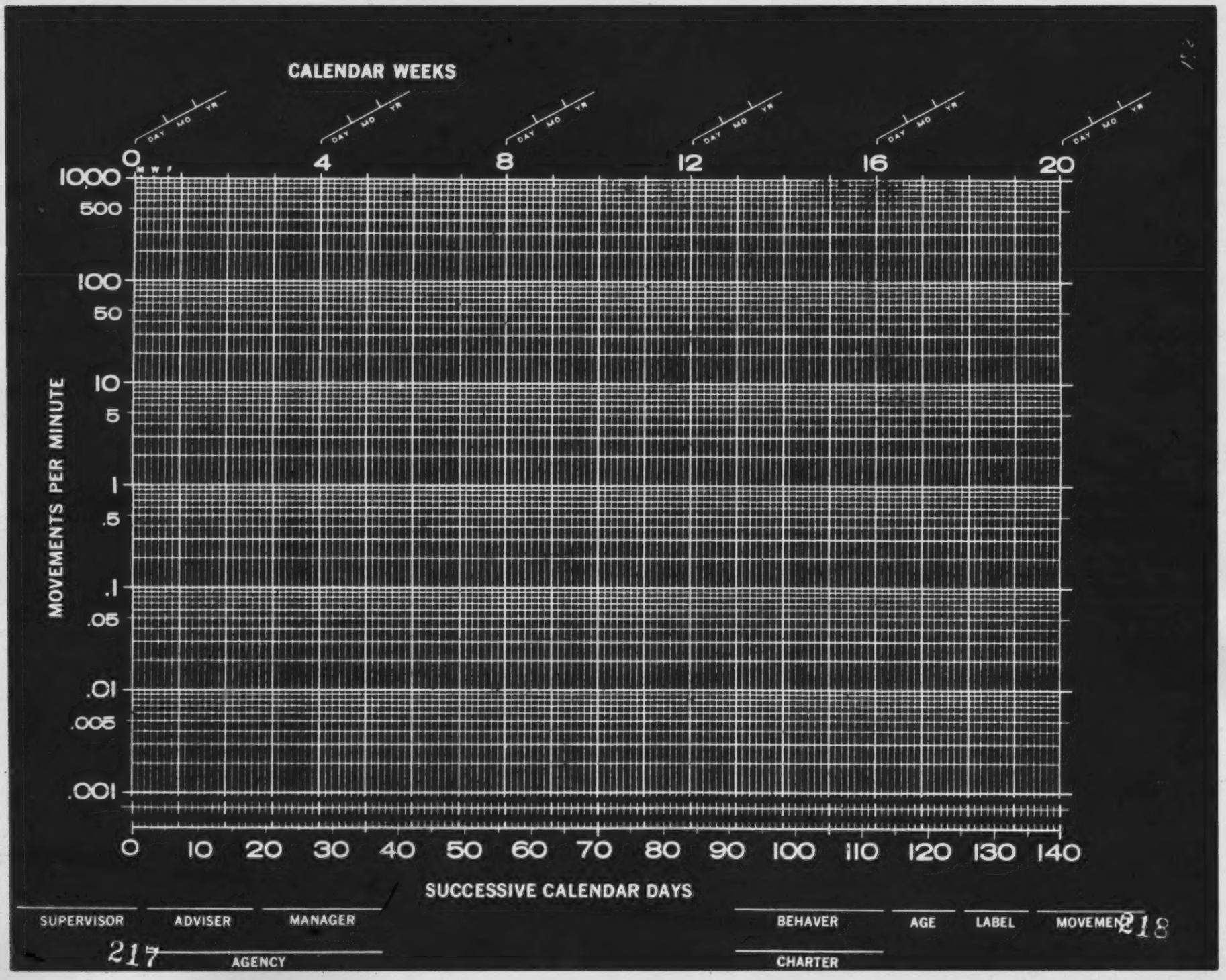
213

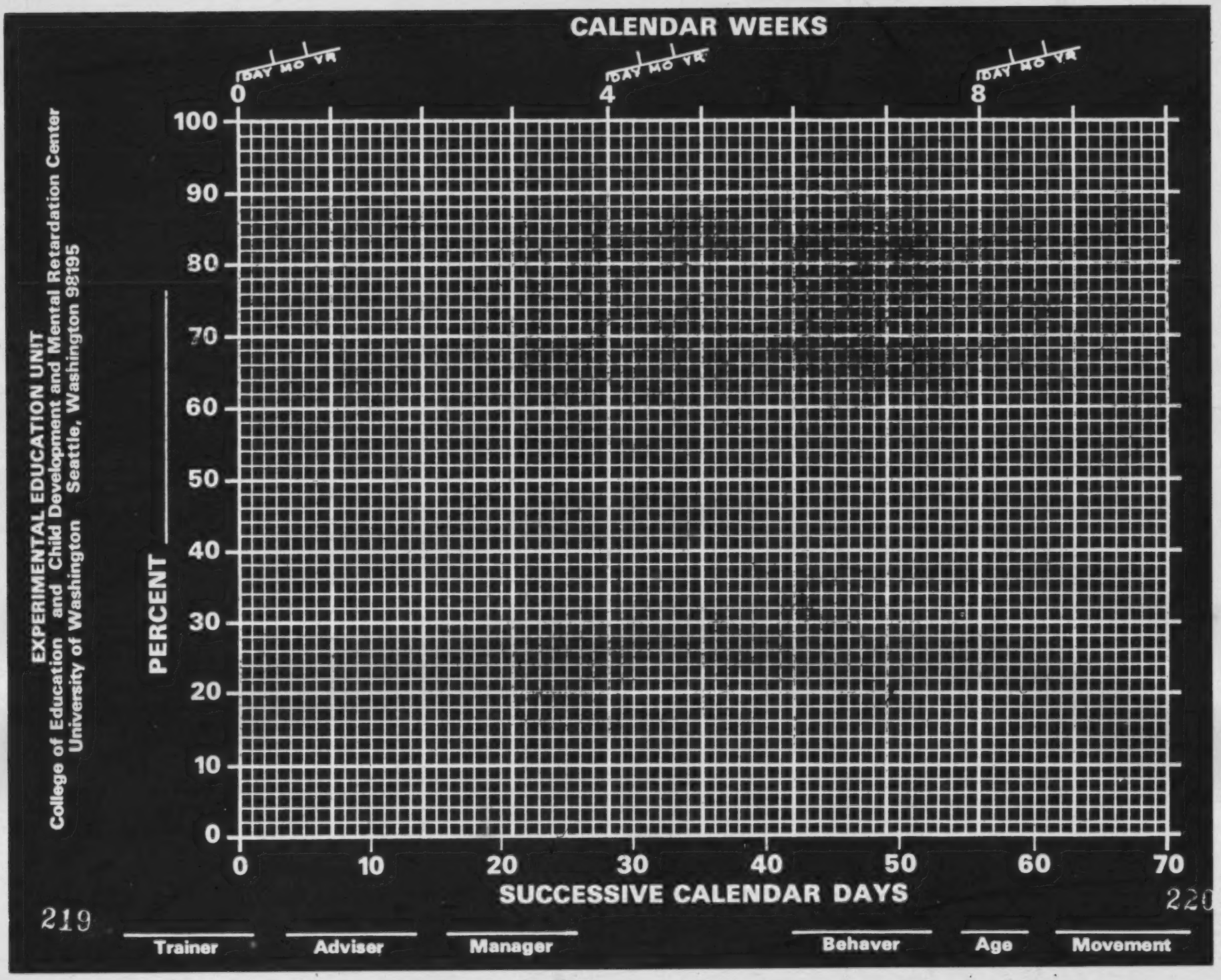
NINE WEEK BEHAVIOR CHART

214



215 LEARNER OBJECTIVE 216


CALENDAR WEEKS
DAY MO YR
0
4
8
12
16
20
10,000
500
100
50
10
5
1
.5
.1
.05
.01
.005
.001
MOVEMENTS PER MINUTE
0 10 20 30 40 50 60 70 80 90 100 110 120 130 140
SUCCESSIVE CALENDAR DAYS
SUPERVISOR
ADVISER
MANAGER
BEHAVER
AGE
LABEL
MOVEMENT
217
AGENCY
CHARTER
218


CALENDAR WEEKS
DAY MO YR
DAY MO YR
DAY MO YR
0
4
8
100
90
80
70
60
50
40
30
20
10
0
PERCENT
0
10
20
30
40
50
60
70
SUCCESSIVE CALENDAR DAYS
EXPERIMENTAL EDUCATION UNIT
College of Education and Child Development and Mental Retardation Center
University of Washington Seattle, Washington 98195
Trainer
Adviser
Manager
Behaver
Age
Movement

title/source

CUMULATIVE CHARTING

SCAT

abstract

When I want to keep track of the total number of items mastered over a period of time, cumulative charting is an easy way to show how much a student has gained. For example, when John learned 2 new words on Monday, and two more on Tuesday, the cumulative chart showed two words for Monday, and four words for Tuesday (the total). I find cumulative charting useful in monitoring acquisition, but not sufficient for monitoring proficiency (fluency).

preparation:

List all items to be mastered.
Determine the mastery criteria for each item.
Prepare assessment checks or probes for items listed.

procedures:

1. Present items to student for practice.
2. Following practice, assess student performance using the appropriate probe.
3. Score each item as correct/error.
   On the list, mark the items for which the student has met criteria.
4. Chart items mastered on a cumulative chart by adding each day's performance to the total charted for the preceding day.

monitoring:

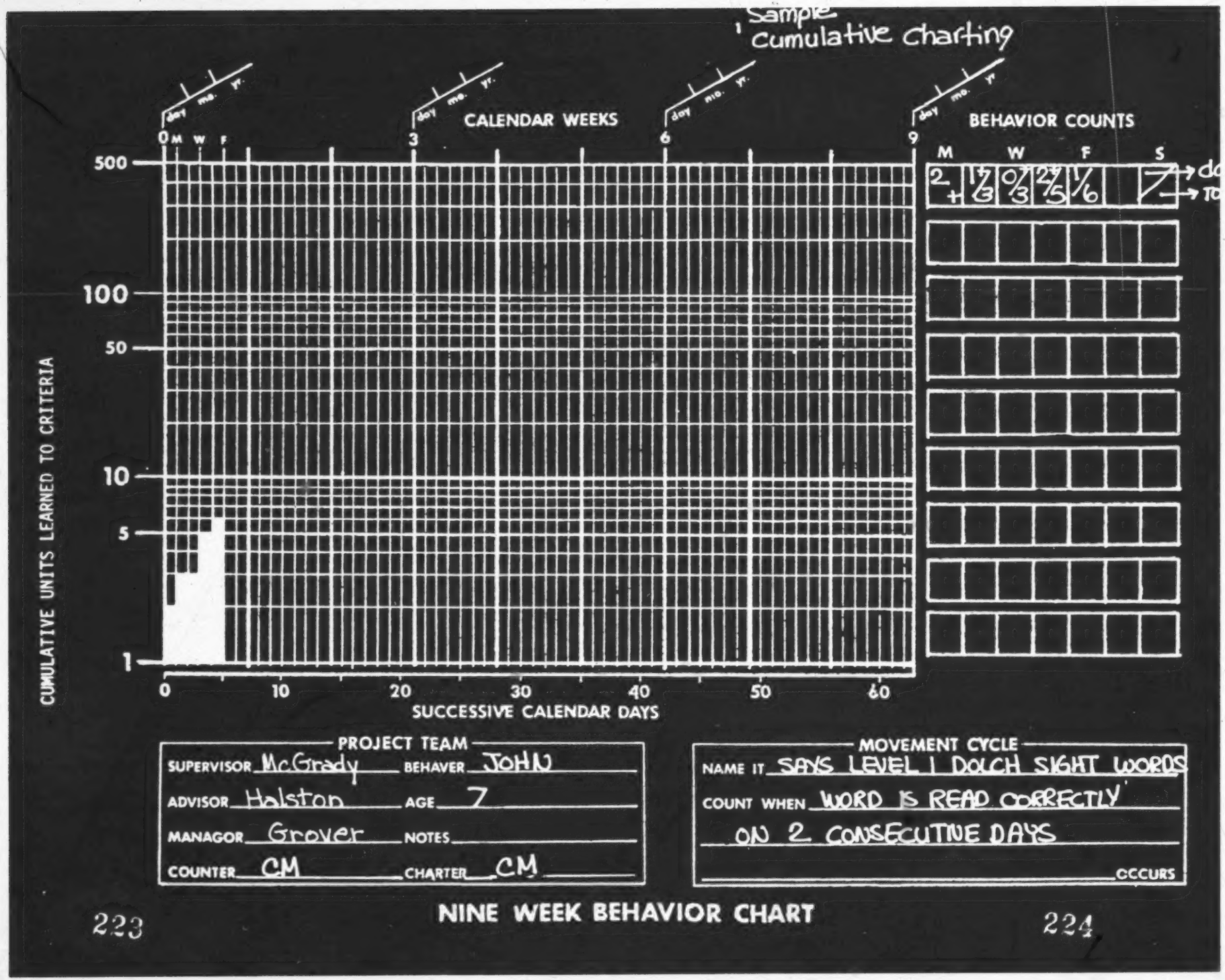
Not applicable.

materials:

List of items to be mastered
Cumulative chart
Skill probes

samples:

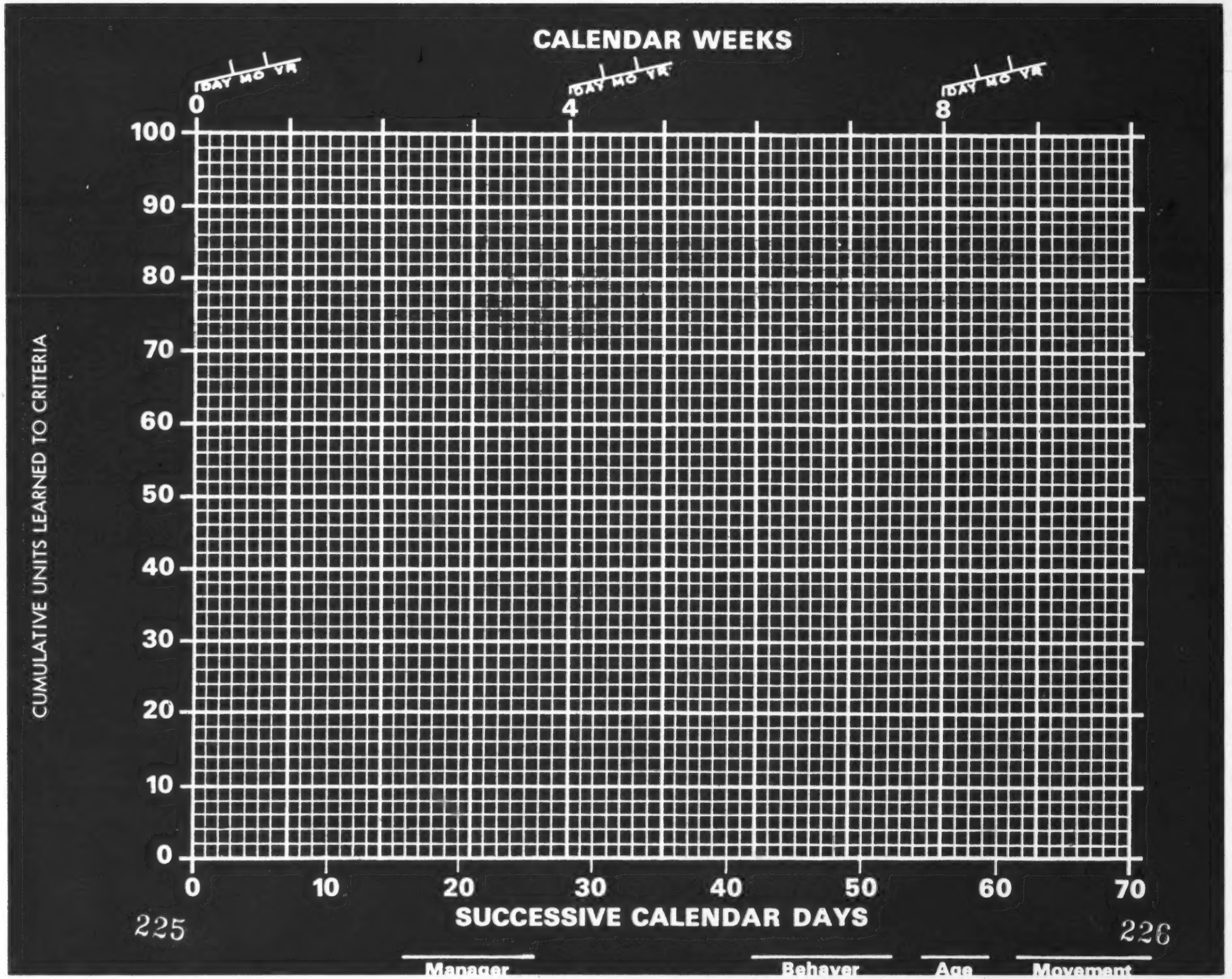
Cumulative Charts

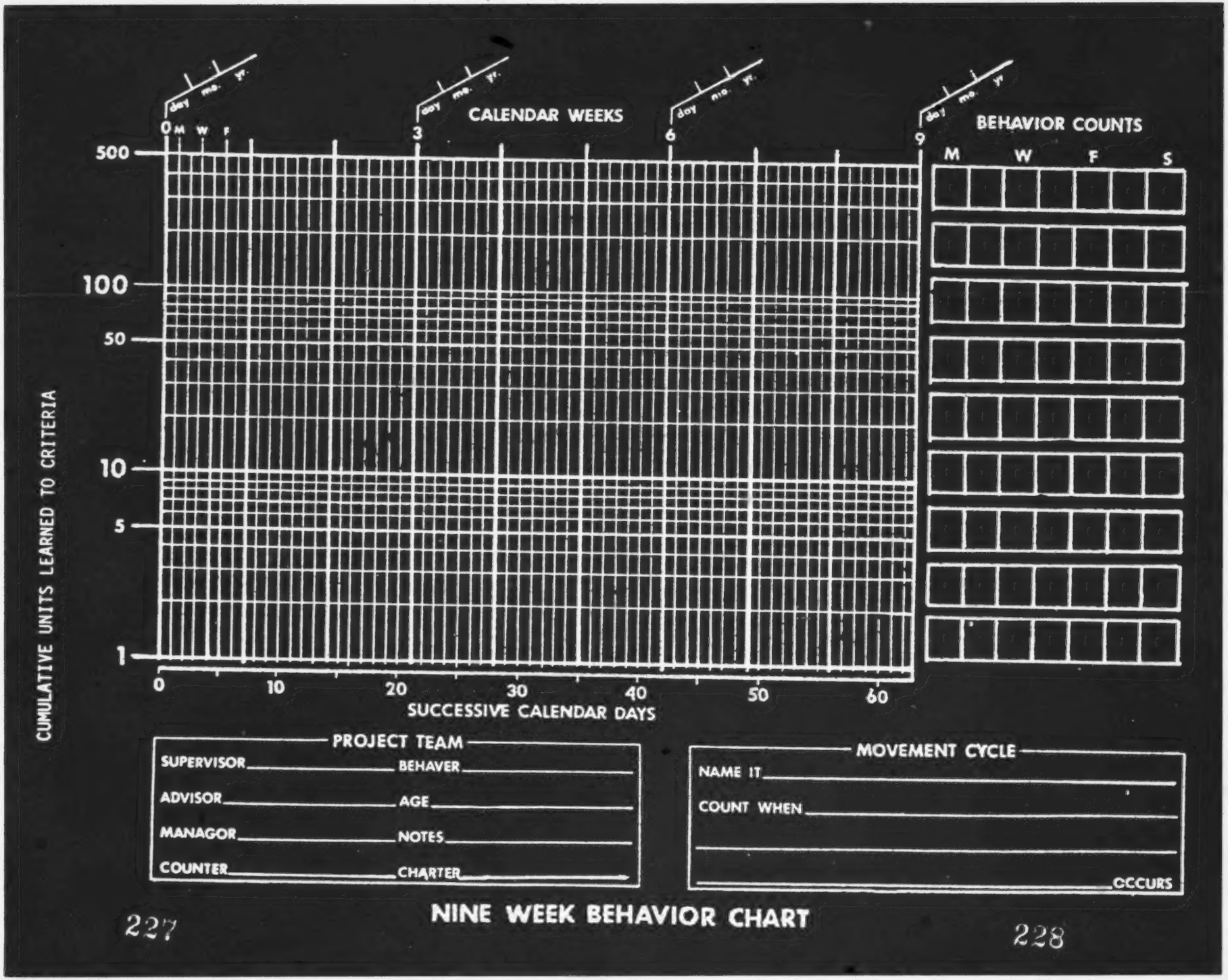


223

NINE WEEK BEHAVIOR CHART

224


CALENDAR WEEKS
DAY MO YR
0
4
8
100
90
80
70
60
50
40
30
20
10
0
CUMULATIVE UNITS LEARNED TO CRITERIA
0
10
20
30
40
50
60
70
SUCCESSIVE CALENDAR DAYS
225
226
Manager
Behaver
Age
Movement



NINE WEEK BEHAVIOR CHART

title/source

MAKING CHARTS UNDERSTANDABLE TO THE GENERAL PUBLIC (OR NOT-QUITE-KOSHER CHARTING PROCEDURES)

Jeanne Bauwens

abstract

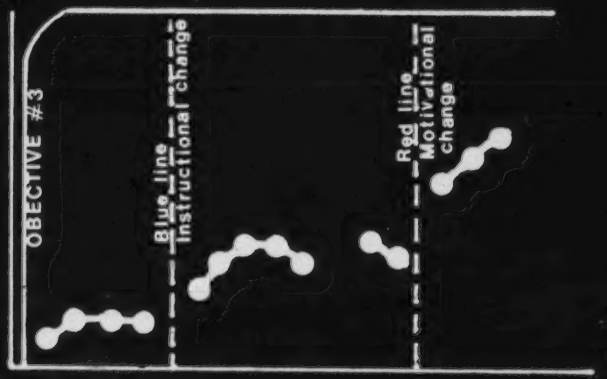
I found that not many people enjoyed (or understood) looking at my charts. Therefore, I experimented with several charting conventions and finally settled on two which not only make my charts a bit more understandable, but pretty as well. I utilize solid phase change lines to indicate change of objective; a red broken line to indicate motivational changes within a phase and a broken blue line to indicate instructional changes within a phase.

preparation:

Identify your favorite student and his or her favorite program. Identify your favorite and most-loved chart.

procedures:

1. As you start charting the data for an objective, put a solid line on the chart just before the start of the objective.
2. As you make motivational changes within that objective, indicate the change on the chart by putting a broken red line just before the change date.
3. As you make instructional changes within that objective, indicate the change on the chart by putting a broken blue line just before the day of change.



monitoring:

Periodically, look at the changes to see that the type of change (motivational/instructional) is appropriate for the data patterns.

materials:

Red colored pencil
Blue colored pencil
Charts

title/source

MEASURING BEHAVIORS

Loretta Evans

abstract

When a child is doing something inappropriate like speaking-out or wandering around the room, I need to know how often he is doing it so that I can tell when he improves and by how much. After identifying the annoying behavior, I count it for a full school day, or part of a day, by tallying occurrences on a sheet of paper or tape.

preparation:

Before you actually start counting one specific behavior, take a day to list and count all the behaviors which might possibly be "bugging" you. Then identify the behavior which is occurring most frequently.

procedures:

1. Select the behavior you want to count. Define it in observable terms (you have to be able to see, hear, feel or touch it.)
2. Select a time during the day to count the behavior. Define the length of time for each counting period.
3. Count the number of times the behavior occurs during each counting period; keep track of the count by tallying marks on a piece of masking tape on your sleeve or on the back of your hand... it's quick and easily accessable!

monitoring:

An alternative strategy for keeping track of the count, is to tape a piece of paper on the student's desk. Explain that you are going to put a tally mark on the sheet each time " " occurs. Using this technique, the child can see improvement too.

materials:

Masking tape
Pen

title/source

A STRATEGY FOR HELPING REGULAR TEACHERS FEEL COMFORTABLE WITH FUNNY-LOOKING CHARTS.

SCAT

abstract

I find it important to chart the skill gains of my students but have found it difficult to communicate this charted information to regular teachers. To remedy this problem, I keep a collection of charts in my classroom and at the beginning of each year I take samples to the regular classroom teachers with whom I work. I explain each type to them and let them select the chart with which they feel most comfortable. I use this chart to record the daily performance gains of students from their classroom.

preparation:

Collect and file charts which you use or would like to use.

procedures:

1. Make several packets which contain samples of all the charts you use or would like to use.
2. Schedule a time to meet with teachers and explain to them the function, use and dimensions of each chart. This is also a good time to explain to them any conventions you might use, like phase-change lines, circles for corrects or x's for errors.
3. Leave the samples with the teacher until he or she decides which chart is "most comfortable" or "understandable".
4. Record the teacher's decision and use the selected chart with students from his or or her classroom.

monitoring:

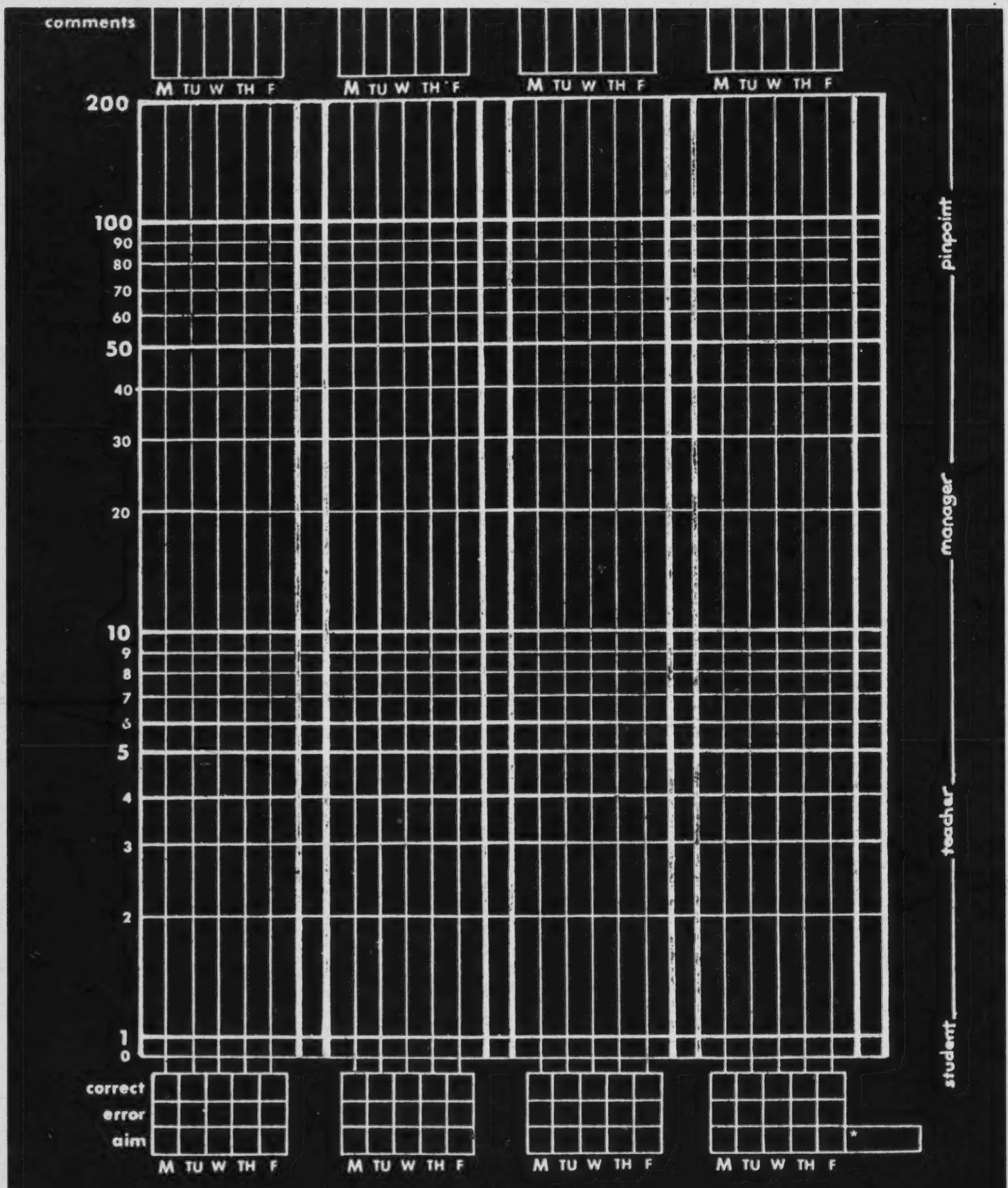
Make a list of teacher-preferences. Be sure to consult this list when making a chart for any particular student.

materials:

Collection of charts
Teacher preference form

samples:

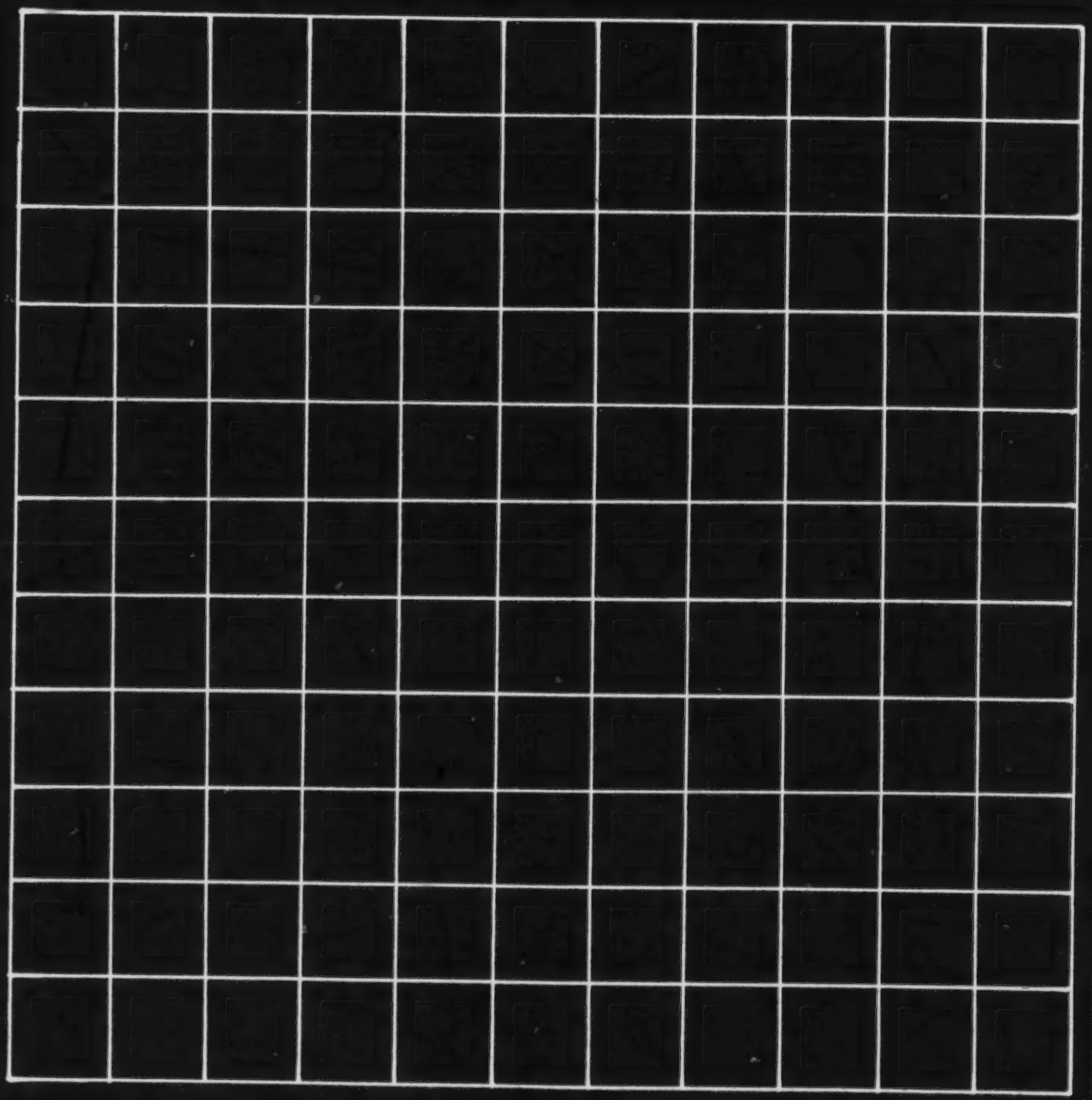
Charts

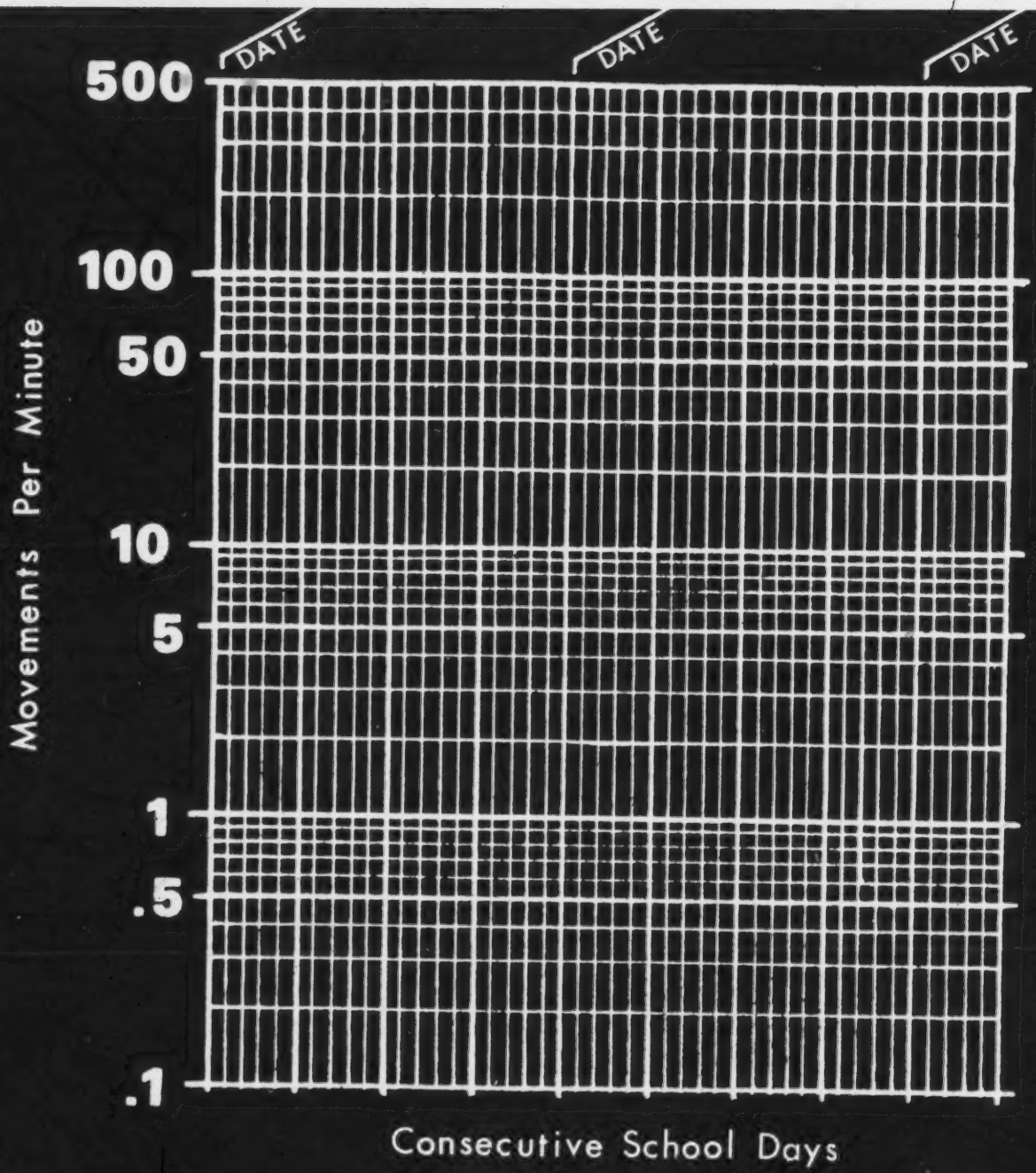

comments
M TU W TH F
M TU W TH F
M TU W TH F
M TU W TH F
200
100
90
80
70
60
50
40
30
20
10
9
8
7
6
5
4
3
2
1
0
pinpoint
manager
teacher
student
correct
error
aim
M TU W TH F
M TU W TH F
M TU W TH F
M TU W TH F

Student: _____

Skill: _____

_____





LEARNER _____

PROGRAM _____

LONG TERM OBJECTIVE/GOAL _____

_____

_____

title/source

BAR GRAPH
MONITORING TECHNIQUE

Sherlive Edens

abstract

Every day, I give students a 50-item probe in math. Students work on the probe for 1' 40" at the end of which time they draw a line under the last completed item. Then they continue to work until all 50 problems are completed. On a bar-graph, students enter the number of problems completed in 1' 40" and the time it took to complete the 50 problems. Program guidelines on student charts indicate how close the learner is to meeting the desired aim on the desired date.

preparation:

Obtain or make a graph with a ceiling of 50 responses. Draw an aim line on the graph from the 1st day of student performance to the desired date and desired rate. The desired rate is always 50. Lastly, obtain or make fact sheets each containing 50 like problems (i.e. addition-sums to 10).

procedures:

1. Give 50 item fact test daily. Tests should be coordinated with individual STOs for math and should include built-in review.
2. Time the students for 1 minute, 40 seconds.
3. At the end of 1' 40" have the students draw a line under the last completed problem.
4. Instruct the students to complete the rest of the problems on the page (still under timing situation).
5. Have students record the amount of time necessary to complete all 50 items.
6. Correct each fact sheet. Try using a self or peer correction procedure!
7. Have each student record the number of correct answers completed within the first 1' 40" using a red pencil.
8. Have students record the amount of time necessary to complete all 50 problems using a blue pencil.

As students do more problems within the first 1' 40" the bar will gradually change from a red/blue combination to a solid red bar!

monitoring:

Check student correction procedures and charting periodically. Check student graphs to see if scores are falling below the program

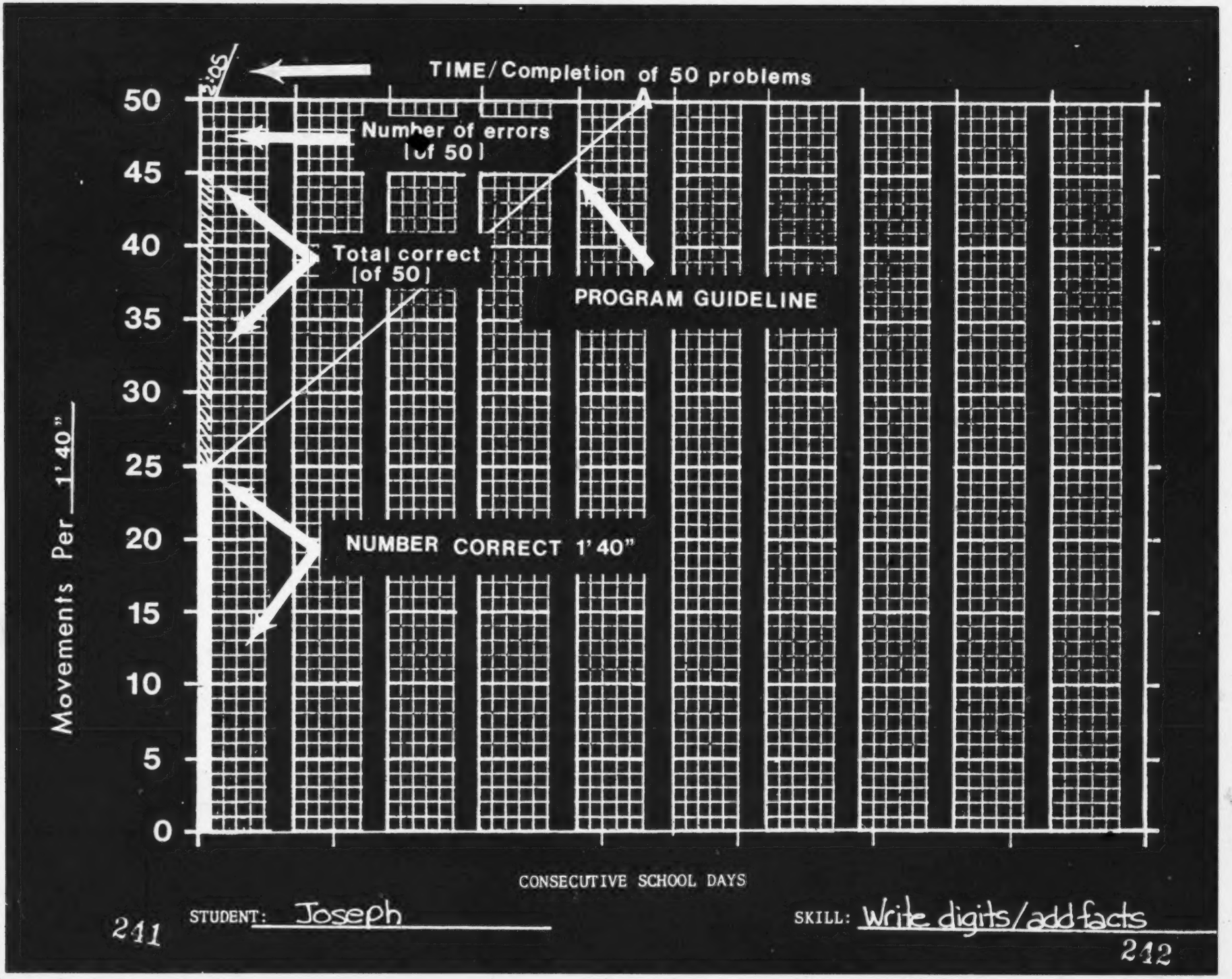
guidelines for 3 consecutive days. If this occurs, make a program change. When a child meets criteria (50 correct with 0 errors on 3 consecutive days) move to the next skill.

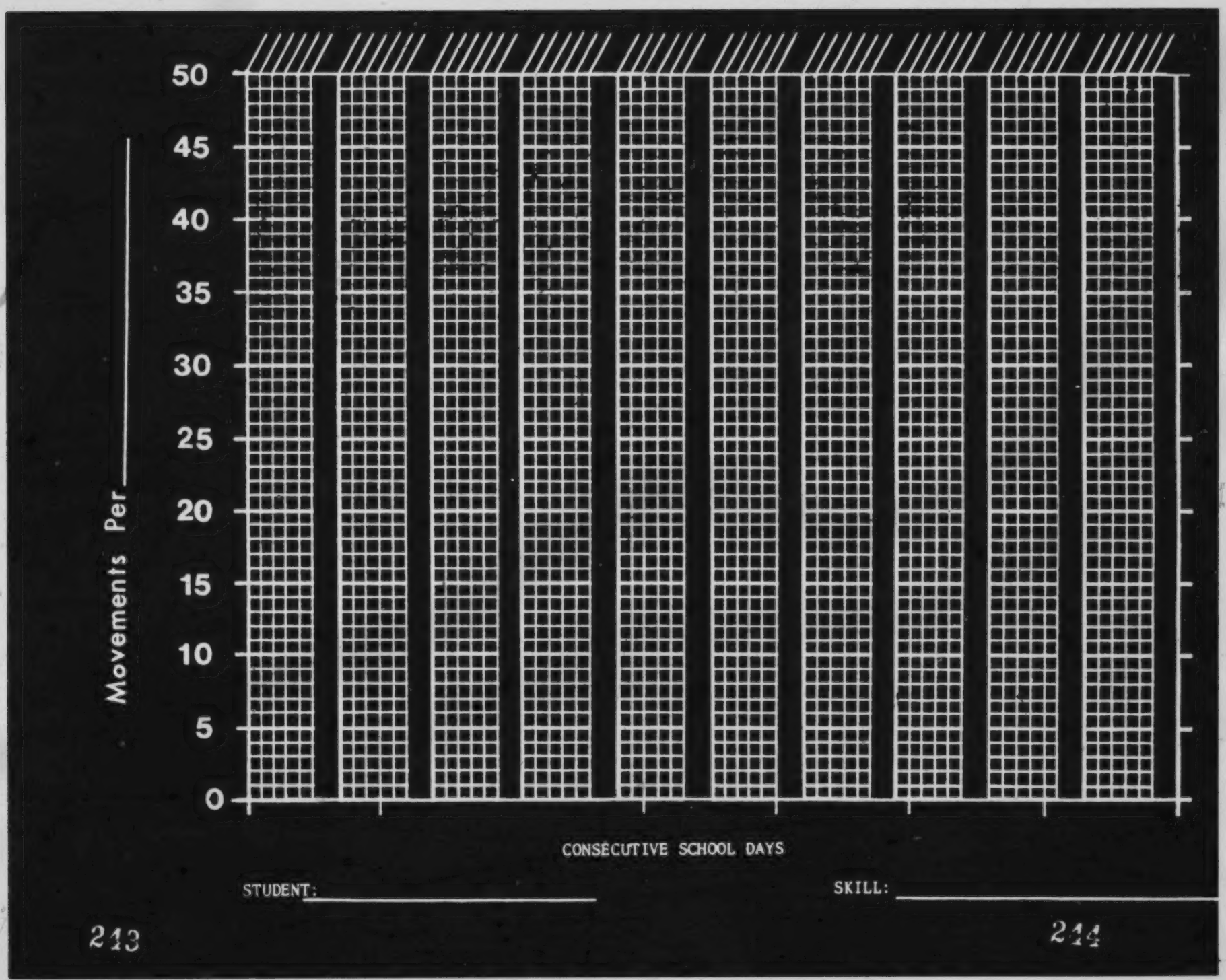
materials:

Student fact sheets (50 items) for each sequence step.
Bar graphs
Red and blue colored pencils

samples:

Sample bar graphs


TIME/Completion of 50 problems
Number of errors (of 50)
Total correct (of 50)
PROGRAM GUIDELINE
NUMBER CORRECT 1' 40"
Movements Per 1' 40"
50
45
40
35
30
25
20
15
10
5
0
CONSECUTIVE SCHOOL DAYS
STUDENT: Joseph
SKILL: Write digits/add facts
241
242


50
45
40
35
30
25
20
15
10
5
0
Movements Per
CONSECUTIVE SCHOOL DAYS
STUDENT:
SKILL:

title/source

EAT'N ALIVE BY MY CHART OR:
TRANSLATING PERFORMANCE
FOR STUDENTS

SCAT

abstract

Because I take direct and daily measurement and use program guidelines, I find charts very valuable in discussing progress. With younger students, I have devised a few tactics which keep them interested in their progress as reflected on their charts. On the inside of each program guideline I draw "Jaws"; When I don't use a program guideline, I talk about "Rockets Shooting-up".

preparation:

Make up or find charts which reflect accelerating correct and decelerating error scores. Enter program guidelines on each chart

Set up ways to collect and chart student performance data on a daily basis.

Set aside time to discuss student performance on a daily basis.

procedures:

1. Draw "JAW'S TEETH" on the under side of the program guideline for correct responses and on the upper side of the guideline for error responses.

Explain to student that to keep from being "eat'n alive by their chart," they should stay above the correct guidelines and below the error guideline.

3. If you don't use a program guideline on a specific program, draw a rocket across the charted data. Is the rocket going up or is it going to crash?

Explain to students that crashing is a waste of energy - not to mention a waste of a million tons of gasoline. This is a "Conserve Energy Program" (endorsed by President Carter).

materials:

Charts
Daily data

title/source

COMBINED DAILY ASSIGNMENT AND MEASUREMENT SHEET

SCAT

abstract

For each student, I write a daily assignment sheet or contract. This is stapled to the front of a folder containing the materials of the day. The assignment sheet lists the activities and assessments for each task. There is a space for checking off each completed assignment and for recording the results of each assessment. Thus, at the end of the day, I have a record of how many tasks were completed and the assessment scores.

preparation:

For each short term objective the student is working on: a) Design or obtain a skill assessment sheet (probe) containing items pertinent to the short term objective. Duplicate the probe sheet and place it in the student's folder. Determine how many times per week you will assess using the probe, and the length of each probe (one minute seems to work well for most educators); b) Determine the student's aim for correct and error responses and draw a line across your chart at the appropriate rate or percent; c) Attach the data sheet and the chart to the student's folder.

procedures:

1. Each day, write out an assignment sheet and staple to the front of the student's folder.
2. Each day, review with the student the daily assignments.
3. As activities are completed, students put a "check" on the contract.
4. Each day, assess student performance and enter the score for correct and error responses on the data sheet and chart.

monitoring:

As long as the data indicates that student performance is improving, keep going. But when student scores are flat or start going in an undesired direction, make a program change. Use the checked assignment sheet to monitor whether or not students are completing assignments. Modify the number and type of assignments as needed.

materials:

Individual student folder
Specific skill-assessment sheets (probes)
Daily data sheet
Performance chart
Assignment-assessment sheets

samples:

Probe

Daily contract

PROBE: Say Words / Consonant Blends and Digraphs with Short Vowels **NUMBER: 12**

clamp	drip	spill	when	plum	shop	splash	skunk	(8)
grass	swim	frog	blink	chunk	then	smell	club	(16)
snug	brand	ship	glass	strong	whip	dress	pluck	(24)
think	clock	blush	scram	trunk	skit	check	crop	(32)
flat	press	squint	craft	stomp	plop	shrink	slug	(40)
scat	chin	print	flash	squish	cross	blend	slush	(48)
prank	flock	draft	spring	graph	that	truck	shot	(56)
spent	thing	stuck	chill	gloss	fleck	grand	frost	(64)
(8)	(16)	(24)	(32)	(40)	(48)	(56)	(64)	

NAME Jeff T DATE Dec. 13

- [ ] Practice soundcards with Tim -- 5 x each
- [ ] Worksheet (attached)
- [ ] 1:1 work with Teacher
- [ ] Practice wordcards 3 x each
- [ ] Read "I can" pp. 16-16
- [ ] Workbook p. 26
- [ ] _____
- [ ] _____
- [ ] _____

ASSESSMENTS:

Probe Read cvc words (ă)

Score _____

Probe _____

Score _____

CUT HERE

NAME _____ DATE _____

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

ASSESSMENTS:

Probe _____

Score _____

Probe _____

Score _____

CUT HERE

NAME _____ DATE _____

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

ASSESSMENTS:

Probe _____

Score _____

Probe _____

Score _____

title/source

USING A 3-DAY DECISION RULE TO KNOW WHEN TO MAKE PROGRAM CHANGES

SCAT

abstract

By utilizing a program guideline and a 3-day decision rule for correct and error responses I analyze student performance and make data-based decisions about instructional programs. As long as student performance remains at or above the program guideline I maintain programs. But, when performance dips below the line for three consecutive days, I know it's time for a program change.

preparation:

Plot correct and error data on a chart. For both corrects, and errors, set a desired aim and desired date (See STO section). Draw a program guideline for corrects and one for errors, by drawing a line from (a) the first day of data, (b) the last day of data, or (c) the median of the data to the desired aim on the desired date. (See SCAT working paper "How to Decide What to Decide").

procedures:

1. Collect and chart daily performance data.
2. Use program guidelines to analyze student performance.

   For program guidelines which accelerate (move upward on the chart), make a change whenever student data falls below the guideline for three consecutive days.

   For program guidelines which decelerate (move downward on the chart), make a change whenever student data falls above the guideline for three consecutive days.
3. Each time you make a program change, draw a phase change line on the chart, and briefly describe the change.

monitoring:

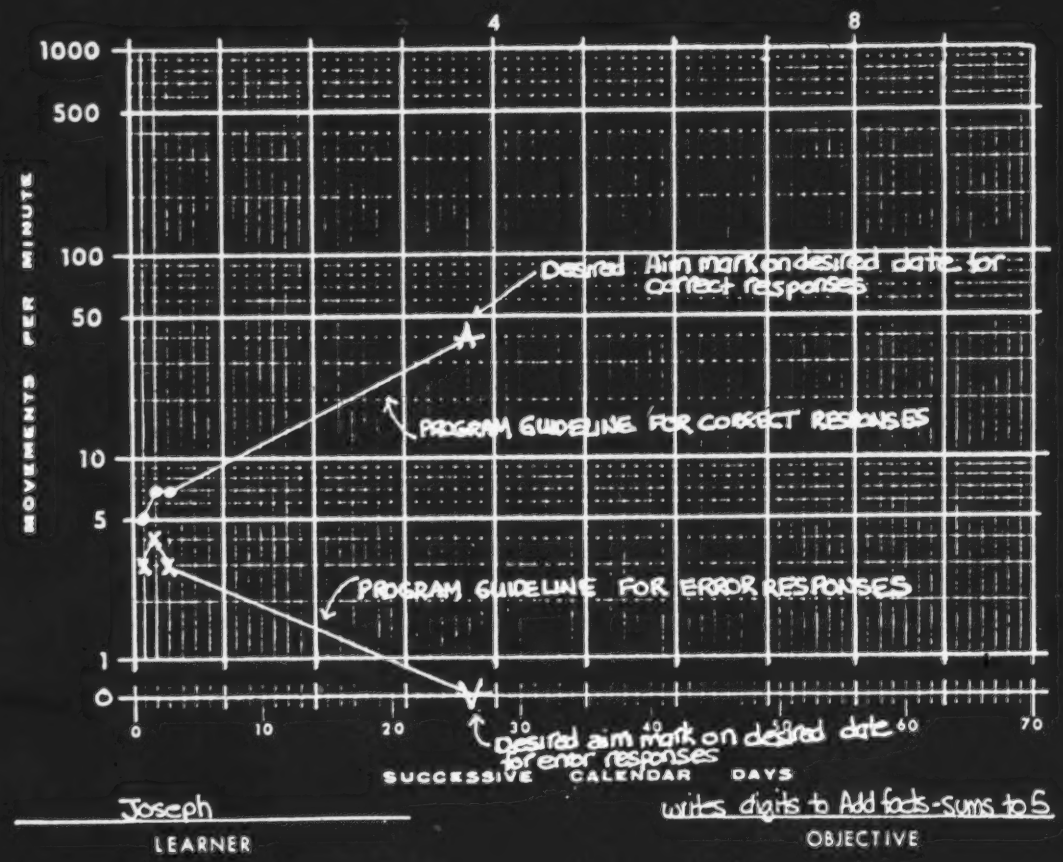
Periodically check your charts to see that you are using the decision rule appropriately!

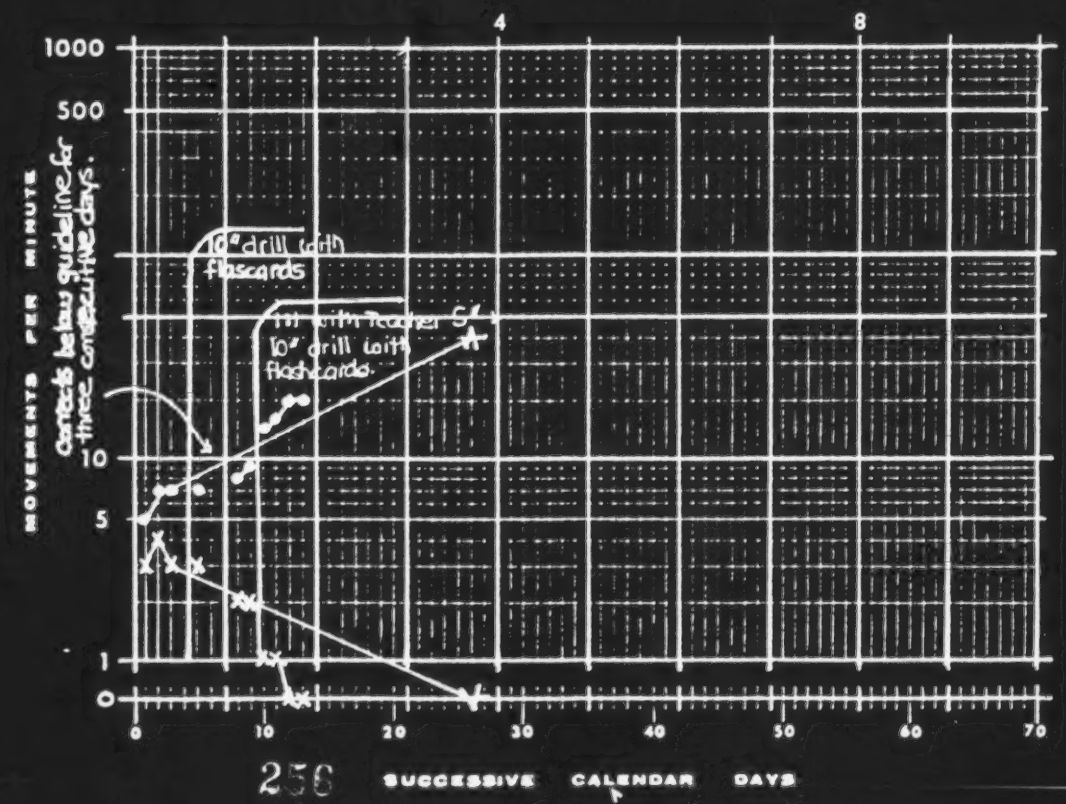
materials:

Short term objective, desired aim and desired date.
Daily performance data and charts.

samples:

Charts





Sample: Daily Charts Showing Use of Program Guideline

title/source

GUIDELINES FOR KNOWING WHAT TO CHANGE

SCAT

abstract

Analyzing daily data gives me lots of information on not only when to make program changes, but what kinds of changes to make. When a program "isn't working", I make either an instructional change (altering the type, amount or style of instruction), or a motivational change (altering contingencies, consequences, reinforcers). Using data to figure out what kinds of change to make really helps me when I run into unsuccessful programs.

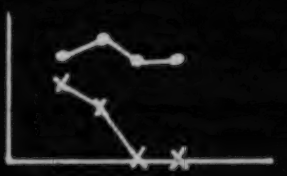
preparation:

Review data pattern:

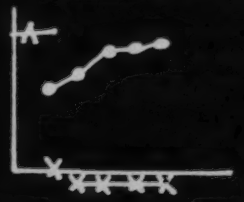
If you see high corrects and high errors on some days, and lower corrects and lower errors on other days.....you know the student can do the task accurately when working slowly, but makes errors when hurrying. Try an INSTRUCTIONAL CHANGE. Increase student accuracy by working for mastery of the error items. At the same time give the student some experience with higher rates by practicing on correct items.

If you see high corrects and low errors on the same day...you know the student can do the task, but sometimes chooses not to. Try a MOTIVATIONAL CHANGE.

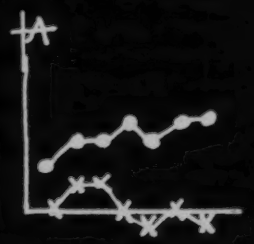
If you see plateauing corrects, and gradual decelerating errors..... maybe the student is concentrating on correcting errors. Try an INSTRUCTIONAL CHANGE. Teach the student correct responses by giving extra practice on errors.



If you see gradual increasing corrects ending in a plateau.....

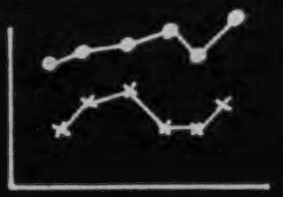


look at the last high rate. If it is near the desired aim, the student may be bored with the task. Try a MOTIVATIONAL CHANGE.

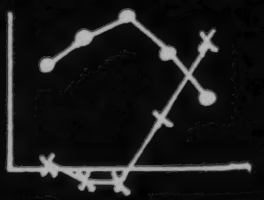


If the last high is not near the desired aim, but relatively low, check to see if the student knows anymore correct answers, or if the student has any experience with faster rates. No? Then try an INSTRUCTIONAL CHANGE

If you see errors plateauing at a high rate (3+).....you know the learner does not know the correct answer to specific items. Try an INSTRUCTIONAL CHANGE. Identify the errors, and teach directly toward mastery of those items.



If you see declining corrects and/or increasing errors.....



student performance is getting worse, but you have seen evidence of good performance. Try a MOTIVATIONAL CHANGE. Check yourself, have you followed through on the contingencies established?

procedures:

1. Gather, and chart daily assessment on student performance.
2. Apply analysis procedures to student performance data.

monitoring:

If you try an instructional change, and it doesn't work, don't be disappointed. Try again. Re-examine the data, and consider making a different change.

materials:

Short term objectives, desired dates, desired aims.
Daily performance data
Performance charts

title/source

POTENTIAL REINFORCERS

Anita M. Foxworth

abstract

Over the years, I've learned that one of the most important variables in getting students to "perform" well, is the type and amount of reinforcement they receive. For this reason, I continually seek out and note "potential" reinforcers" in our environment; I let my students know what potential reinforcers are available so they can change reinforcers often, or as needed.

preparation:

Using the attached list as a guide, identify potential reinforcers in your environment. Have students help you write the list.

procedures:

1. Post a list of reinforcers.
2. Ask each student which items he or she might find reinforcing.
3. Match potential reinforcers with desired activities for each student. If the desired behavior occurs more frequently, you knowthat the "potential reinforcer" is a "reinforcer". But, if the desired behavior does not occur more frequently, you will need to find another or more powerful reinforcer: the "potential reinforcer" selected turned out not to be a reinforcer at all since it did not increase occurrence of the desired behavior.

monitoring:

Monitor the desired behavior regularly so you will know if the selected "potential reinforcer" is affecting a change in the desired behavior.

materials:

"Potential Reinforcer" list

samples:

"Potential Reinforcer" list

POTENTIAL REINFORCERS

Here are some activities that may serve as reinforcers for children. Remember that for any given child, a specific activity may or may not be a reinforcer.

1. Helping in the cafeteria.
2. Assisting the custodian.
3. Cleaning the erasers.
4. Erasing the chalkboard.
5. Using colored chalk.
6. Watering the plants.
7. Leading the Pledge of Allegiance.
8. Decorating the bulletin board.
9. Leading the line to recess or the lunchroom.
10. Using a typewriter.
11. Running the ditto machine.
12. Stapling papers together.
13. Feeding the fish or animals.
14. Giving a message over the intercom.
15. Writing and directing the play.
16. Picking up litter on the school grounds.
17. Cleaning the teacher's desk.
18. Taking the class roll.
19. Carrying messages to other teachers.
20. Holding the door during a fire drill.
21. Serving as secretary for class meetings.
22. Raising or lowering the flag.
23. Emptying the wastebasket.
24. Carrying the wastebasket while other children clean out their desks.
25. Distributing and collecting materials.
26. Using an overhead projector.
27. Operating a slide, filmstrip, or movie projector.
28. Recording his own behavior on a graph.
29. Writing with a pen or colored pencils.
30. Correcting papers.
31. Teaching another child.
32. Playing checkers, chess, Sorry, Tiddlywinks or other table games.
33. Choosing a game to play.
34. Being captain of a team.
35. Working with clay.
36. Doing "special", "the hardest" or "impossible" teacher-made arithmetic problems.

title/source

99 WAYS TO SAY "VERY GOOD"

Arvin Spofford

abstract

Teachers, as well as students in my building do so many things well that I am continually commenting on their fine work. The "99 Ways to Say very Good" list from Project MORE suggests to me a variety of ways I can provide the positive feedback my teachers and students need.

preparation:

Think of as many ways as you can for telling someone else they are doing a great job.

procedures:

1. When someone (teacher, parent or student) is deserving of a little positive feedback or praise, provide them with some. The list attached will give you a variety of ways to say the same thing: "VERY GOOD!"

2. Add to the list. As you discover other effective ways to let students and teachers know things are going well, jot them down.

monitoring:

If you are providing lots of positive feedback, performance should continue to improve ... even more good things should be happening.

materials:

None

samples:

99 Ways to Say Very Good

99 ways to say "very good"

36. SUPER!
54. You've got it made.
5. That's RIGHT!!!
That's good.
55. You are very good at that.
1. You're on the right track now!
60.
20. GOOD WORK!
12. That's coming along nicely.
35. Exactly right!
49. You're really working hard today.
61. I'm happy to see you working like that.
33. That's very much better!
You're doing a good job!
62. I'm proud of the way you worked today.
40. You are doing that much better today.
59. You've just about got it.
42. Not bad.
10. Now you have it!
25. That's the best you have ever done.
52. THAT'S it!
15. GREAT!
87. Congratulations!
56. You are learning fast.
2. 46. I knew you could do it.
47. Keep working on it, you're getting better.
That's quite an improvement. Now you've figured it out.
4.
98. One more time and you'll have it.
18. Good for you!
66. That's quite an improvement.
44. You're getting better everyday.
84. Couldn't have done it better myself.
38. You make it look easy.
14. You did it that time!
95. You really make my job fun.
63. That's the right way to do it.
71. That's not half bad!
37. Nice going.
29. WOW!
7. That's the way!
69. Now you've figured it out.
50. That's the way to do it!
93. You haven't missed a thing.
90. SENSATIONAL!
21. That's better.
30. Keep up the good work.
53. Nothing can stop you now!
17. TERRIFIC!
72. FINE!
91. That's the best ever
70. PERFECT!
22. EXCELLENT!
88. That was first class work.
97. You've just about mastered that!
31. Much better!
45. WONDERFUL!
8. You're really going to town!
73. You've got your brain in gear today.
65. That's better than ever.
82. OUTSTANDING!
11. Nice going.
16. FANTASTIC!
81. TREMENDOUS!
85. Now that's what I call a fine job.
86. You did that very well.
13. That's great.
99. You must have been practicing!
48. You're doing beautifully.
43. Superb!
89. Right on!
77. You're really improving
92. Good remembering!
96. Congratulations. You got (number of behaviors) right!
27. Keep it up!
80. You've got that down pat.
58. You certainly did well today.
3. You did a lot of work today!
41. Way to go!
64. You are really learning a lot.
9. You're doing fine!
74. That's IT!
79. Well look at you go!
34. Good thinking!
83. I like that.
26. Good going!
6.
32. Good for you!
19. You outdid yourself today!
51. Keep on trying!
57. I'm very proud of you.
68. MARVELOUS!
78. I think you've got it now.
23. That's a good (boy-girl).
24. Good job, (name of student).
94. It's a pleasure to teach when you work like that.
76. You remembered!
28. That's really nice.
75. You figured that out fast.
67. That kind of work makes me very happy.

©1974 by The University of Kansas (Project MORE)

title/source

STAYING SANE:
INCREASING TIME-ON-TASKS:
DECREASING WASTED TIME

K. Fantasia

abstract

I designed this program to increase time-on-task and to decrease wasted time. With each student, I establish a daily contract which stipulates the tasks to be completed with an estimated time for each activity. Students record the start and stop time on each activity. If the student finishes before the allotted time, time is saved and free time is later available in the amount of minutes saved.

preparation:

Set up daily task lists to be completed and an estimated completion time for each activity. Make the estimates generous, but realistic. Explain the procedures to the students; they are to record the start and stop time of each activity, they can save time (redeemable for free time later) when they complete an activity before the allotted time is "used up". Practice with the students, showing them the activity sheet and how to record start and stop times.

procedures:

1. As students enter the room, hand them daily activity sheets and review with each student the activities to be completed, and the time allotted for each.
2. While students are working, informally monitor recording of start and stop times.
3. When students are finished (if needed) help them calculate time saved.
4. Give students lots of support and reinforcement.

monitoring:

You may want to keep a cumulative record of the amount of free time a student has earned. This can be done on a chart. This is especially helpful if students choose to save their free time and spend one entire day having "free time".

materials:

Assignment record sheets
Cumulative charts

samples:

Assignment Record Sheet

Name _____ Date _____ Total Time _____				
Assignment	Time Needed	Time Used	Time Saved	Comments

SAMPLE: Assignment Record Sheets

Name _____ Date _____ Total Time _____				
Assignment	Time Needed	Time Used	Time Saved	Comments

title/source

PERIODIC ASSESSMENT OF
READING COMPREHENSION SKILLS

K. Fantasia

abstract

To assess the comprehension skills of learners reading silently at "independent levels", I put together a periodic assessment procedure to monitor comprehension skills. First, the student reads a selection from the reader for approximately ten to fifteen minutes. Following this, he or she describes details from the story into a tape recorder. I listen to the tape and give the students points based on the number and type of details recalled.

preparation:

Write out the procedures for students, prepare a tape recorder, blank tapes and labels indicating student name, date, and story read. Set up a taping station in the classroom. Make up a set of taping guidelines for students to use. Then, establish a point or scoring system and make student recording sheets.

procedures:

1. Student turns to appropriate selection.
2. Student sets timer for 10-15 minutes.
3. Student reads selection.
4. When timer rings, student goes to the tape recorder.
5. Using the taping guidelines, student talks about the selection, recording his or her remarks.

monitoring:

At the end of the day, listen to the recordings and score each student's work. Compute the score, and enter it on the student's recording sheet. Chart the score and, when possible, share this information with the student. Continue the program until the student demonstrates 90% + comprehension for 3 or 4 days.

materials:

Tape recorder, and blank tapes
Tape labels
Reading material
Timer
Taping Guidelines
Scoring Guidelines
Recording sheet and chart

samples:

Taping Guidelines
Recording sheet and chart

ERIC

TAPING GUIDELINES FOR STUDENTS

Read these guidelines carefully. Use them to help you recall details about the story you have just read.

1. Take a blank tape. Label the tape with your name, the date, and the pages you read. Insert the tape into the machine.

2. Turn the machine to record...

3. Adjust volume, and test the recording level.

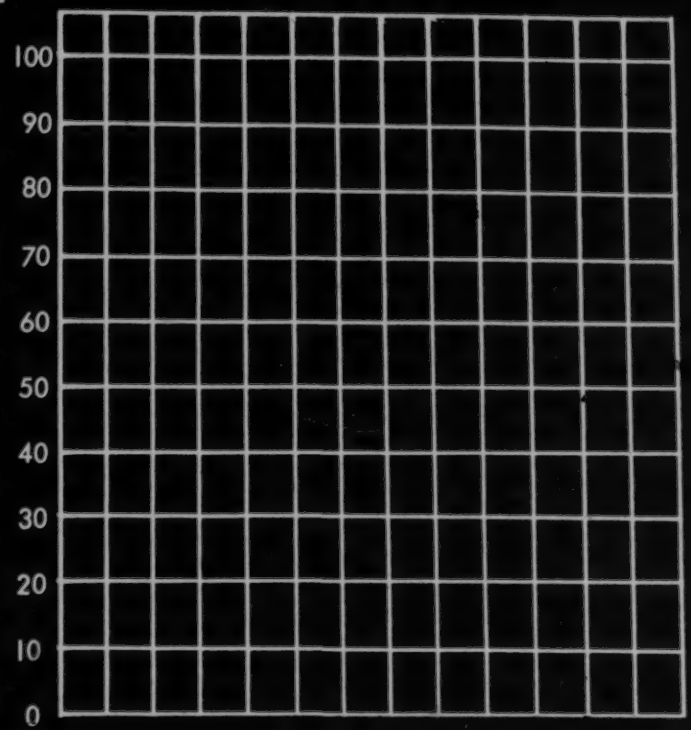
4. Begin by saying your name, today's date.

5. Tell as much about the story as you can remember. Here are some hints:

   a. What was the name of the story?
   b. Who wrote the story?
   c. Who were the characters or people in the story?
   d. What was the story mainly about?
   e. What else happened in the story?
   f. What did you like most or least about the story?
   g. Was the story fact or fiction, real or make-believe?
   h. If you could write another chapter to the story, what would happen?
   i. Why do you think the author wrote this story?
   j. What did you learn from the story?
   k. What do you think happened to the characters at the end of the story?

STUDENT _____

BOOK SELECTION



Names Title or Author:
Names Characters:
Main Idea of Story:
Tells plot in sequence:
Details: Appearance of characters or personalities of characters or the setting
Tells whether fact or fantasy:
Predicts outcome or future events:
Gives opinion of author's purpose:
Draws conclusions:
Interprets ideas, implied not stated:

title/source

ON-GOING ASSESSMENT
OF STUDENT PROGRESS

SCAT

abstract

I use criterion-referenced tests and maintenance checks built into sequences to periodically check pupil performance on objectives. This periodic check enables me to take a broad look at student progress toward annual or long term goals.

preparation:

Obtain or write a criterion referenced test which reflects your annual goals and instructional programs.

procedures:

1. Periodically throughout the year, administer the criterion-referenced tests.
2. Record the results on a form which can be used to compare student performance at each administration.
3. Analyze the scores. If the scores are improving from one assessment to the next, you can assume that you are nearing your annual goals.

monitoring:

Not applicable

materials:

Criterion-referenced tests
Recording forms

title/source

ANNUAL EDUCATIONAL ASSESSMENT:
A SPRINGTIME ENDEAVOR

Lynn Adkins

abstract

In the spring of each year, I retest all children receiving special services. I score the tests and compare them with scores from the previous spring or with initial assessment data gathered by the teacher. This information, combined with other skills information, can be used in making decisions regarding further program development and placement.

preparation:

Identify all the children in your district or in your classroom who receive special services. Select appropriate tests or assessments for each child which will provide program-relevant information about student performance.

procedures:

1. In the late spring, re-assess identified children.
2. Score the assessments and summarize the results in such a way that the information will be meaningful to members of the Child Study Team evaluating student placement.

monitoring:

Summative information

materials:

Assessment Tools:
- PIAT
- WRAT
- Key Math
- Woodcock
- SCAT skill screener
- Other

title/source

A GRADING SYSTEM FOR JUNIOR OR SENIOR HIGH RESOURCE ROOM STUDENTS

Gerald C. Foldenauer

abstract

In the Salmon School District we decided each pupil in the Junior or Senior High Resource Program was entitled to a fair and honestly-earned grade. We devised a grading system which is based on a learner's progress toward the established IEP Annual Goal(s). To help each student reach the goal, we wnsure that he or she has an appropriate Instructional Plan.

preparation:

None

procedures:

1. Meet as a staff (or a Child Study Team) to determine and/or plan a grading system which reflects progress toward designated goals.
2. Identify annual goals for each handicapped learner.
3. Next, identify sequences and instructional programs which will enable the learner to move toward the annual goal.
4. Implement the instructional programs for appropriate sequence skill steps.
5. Use the grading system you established which is based on pupil progress toward each annual goal.

monitoring:

You will need to keep careful records of progress on short term objectives (steps in each learner's sequence) so that you can grade according to mastery of objectives leading to the annual goal.

materials:

Total Service Plan for each student (stating annual goals).
IIP: Individual Instructional Plans which should include the sequence to be followed and instructional programs to be implemented.
An agreed upon guideline for distributing grades to students moving toward their annual goals.

samples:

Graduation Requirements/Salmon School District Grading Guidelines for Salmon School District

GRADING GUIDELINES
SALMON - LEADORE - CHALLIS

A. In order to provide equitable grading of the Special student, we will:

1. Begin immediately to place the appropriate earned grade on the report card, noting that it is a "Special Curriculum" grade. (For those students identified by the Child Study Team as requiring special curriculum)

2. Discuss with the involved classroom teacher the criteria he/she uses to determine a grade for the special student when he/she is in the regular classroom. The special student may earn a regular class grade; this grade will be noted on the report card that it was a "Special Curriculum" grade in those subject areas that require special curriculum. The student must be identified as an exceptional student (by the Child Study Team) currently involved in a Special Services Program. In classes where a special curriculum was not required the student will be graded the same as other students in the class and special curriculum would not be placed after the grade.

B. The classroom teacher and Resource Room teacher are responsible for developing an Individual Educational Program for those students who may not qualify for a special services resource room program but require some individualized programming. This "I.E.P." need not be implemented prior to August 1977. It will be the responsibility of the Special Services Section to provide materials, inservice training and other data to the Administrators and Teachers within the Tri-District.

GRADUATION REQUIREMENTS

REGULAR		AVAILABLE IN RESOURCE LEARNING LAB	
ENGLISH	4 Units	ENGLISH (2) English Essentials Independent Reading	3 Units
SOCIAL SCIENCE	3 Units	SOCIAL SCIENCE Everyday Economics	1 Unit
SCIENCE (Must include lab science)	2 Units	SCIENCE Nutrition and Food Management	1 Unit
MATH	2 Units	MATH Practical Math	1 Unit
PHYSICAL EDUCATION	1 Unit		
HEALTH	1 Unit		
ELECTIVE COURSES	8 Units		

CONTRIBUTORS

ADKINS, LYNN
Whitepine School District # 284
Box 278
Troy, Idaho 83871

BAUWENS, JEANNE
Franklin Elementary School
Franklin & Orchard Sts.
Boise, Idaho 83705

BENNETT, MARTA
Lincoln School
300 Fort St.
Boise, Idaho 83702

BRAMWELL, IZETTA
Ucon Elementary School
681 E. 3rd South
Ucon, Idaho 83454

BRONSON, MARTIE
Lincoln School
300 Fort St.
Boise, Idaho 83702

BUTLER, JANE
Ramsey Elementary School
Ramsey & Nursery Rds.
Coeur d' Alene, Idaho 83814

CARR, SANDRA
Longfellow Elementary School
1511 North 9th
Boise, Idaho 83702

DUSTIN, KATHERINE
Ucon Elementary School
681 E. 3rd South
Ucon, Idaho 83454

EDENS, SHERLIVE
Lowell Elementary School
1507 North 28th St.
Boise, Idaho 83702

ELLIS, KAREN
Pupil Personnel Services - Consulting Teacher
320 Fort Street
Boise, Idaho 83702

EVANS, LORETTA
Ucon Elementary School
681 E. 3rd South
Ucon, Idaho 83454

FANTASIA, KATHY
c/o SCAT PROJECT
Boise, Idaho

FOLDENAUER, GERALS
Salmon Elementary School
P. O. Box 790
Salmon, Idaho 83467

FOXWORTH, ANITA
c/o SCAT Project
Boise, Idaho

HOBDEY, GERI
Franklin Elementary School
Franklin & Orchard Sts.
Boise, Idaho 83705

HOMAN, DORIS
Troy Middle School
Troy, Idaho 83871

LONG, COLLEEN
Ucon Elementary School
681 E. 3rd South
Ucon, Idaho 83454

LOWDER, MIKE
Lincoln School
300 Fort St.
Boise, Idaho 83702

MALMQUIST, STEPHANIE
Bovill Elementary School
Bovill, Idaho 83806

McGUIGAN, CORRINE
707 West Bannock
Boise, Idaho 83702

McKAY, CAROLINE S.
Fairview Elementary School
Route 2, Box 389
Idaho Falls, Idaho 83401

SIMMONS, DEE
Fairview Elementary School
Route 2, Box 389
Idaho Falls, Idaho 83401

SPOFFORD, ARVIN, Principal
Franklin Elementary School
Franklin & Orchard Sts.
Boise, Idaho 83705

STYMELSKI, REBECCA
Ucon Elementary School
681 E. 3rd South
Ucon, Idaho 83454

SCAT PROJECT
Shoemaker, Sue
McGuigan, Corrine
Bevis, Dianne
707 West Bannock
Boise, Idaho 83702

REFERENCES

Academic and Social Assessment Battery. Experimental Education Unit, CDMRC, University of Washington, Seattle, Washington 98195, 1975.

Add-a-Word Spelling Program. Corrine McGuigan. Experimental Education Unit, CDMRC, University of Washington, Seattle, Washington 98195, 1974.

"American Heritage High-frequency Word List." From The American Heritage Word Frequency Books by Carroll, Davies & Richman. Houghton-Mifflin, 1971.

Basal Quick Checks. SCAT Project. 707 West Bannock, Boise, Idaho 83702, 1977.

Edmark Reading Program. Edmark Associates. 13249 Northrup Way, Bellevue, Washington 98055, 1973.

Exceptional Teaching. Owen R. White & Norris G. Haring. Charles E. Merrill Publishing Co., Columbus, Ohio 43216, 1976.

The First Five Days Are the Hardest: Calculating Trends on Five Days of Data. SCAT Project. 707 West Bannock, Boise, Idaho 83702, 1976.

"Happy Cards" (see "It Doesn't Take Much to Reinforce Kids").

How to Decide What to Decide. SCAT Project, 707 West Bannock, Boise, Idaho 83702, 1976.

Individual Education Programs for Idaho's Exceptional Children. Idaho Department of Education, Special Education Division, Boise, Idaho, 1977.

"It Doesn't Take Much to Reinforce Kids." Jeanne Bauwens, Franklin Elementary School, Boise, Idaho, 1976.

"Plan and Raw Data Sheet." Experimental Education Unit, CDMRC, University of Washington, Seattle, Washington 98195, 1975.

Portage Guide to Early Education. Susan M. Bluma, M. S. Shearer, A. H. Frohman & J. M. Hilliard. Cooperative Educational Services. Agency 12, 412 E. Slifer St., Portage, Wisconsin 53901, 1976.

"A Program for Individualized Instruction Utilizing Learning Centers for the Educable Mentally Handicapped." Martie Bronson. Lincoln School, 300 Fort St., Boise, Idaho 83702.

"Project Moore's 99 Ways to Say 'Very Good.'" Edmark Associates. 13249 Northrup Way, Bellevue, Washington 98005.

Reading Mastery Program. Hyrum S. Henderson. Mastery Programs, Ltd., P. O. Box 90, Logan, Utah 84321.

"Sequences and Subtests." Stephanie Malmquist. Bovill Elementary School, Bovill, Idaho 83806.

"Skill Sheets." Neldon Kingston. School District #148, Grace, Idaho 83241.

The TMI Grolier Program, Elementary Arithmetic (200 Series). Grolier Educational Corp. New York, N. Y.

The Writing Road to Reading. R. B. Spaulding. William C. Morrow Co., New York, N.Y., 1969.

The SCAT (Support-Competency, Assistance & Training) Project is a Title VI-G Child Service Demonstration Project, funded to provide technical assistance to teachers of exceptional children throughout the state of Idaho. For further information concerning Project publications and activities, contact:

SCAT Project
c/o State Department of Education
Special Education Division
Len B. Jordan Building
Boise, Idaho 83702

ENO